



Grade 2

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Hello, Tennessee Educator!

Your time is important, so Amplify created the Amplify CKLA Teacher Planner to assist you in planning daily, weekly, and unit level instruction. The Teacher Planner brings together several resources, including yearly pacing guides, individual lessons and objectives, standards alignments and checklists, and much more. This planner was designed with you in mind—to ensure that your planning is easy and efficient.

Each page in the Lesson Planning Pages includes five days of Amplify CKLA instruction, listing brief lesson objectives, formative assessment objectives, and lesson standards*. In each two-page spread, both Skills and Knowledge daily lessons are listed. There is space in each lesson for your own notes. Another feature on the lesson pages is a chart from the Year-Long Pacing Guide to help keep you on track during the school year. In specific lessons you will see icons (described below) to indicate where multimedia and/or reading resources can be used to enhance learning. These resources are located on the Amplify CKLA Teacher Resource site and can be downloaded or projected as appropriate.

Below is a list of the resources in the planner:

- Year-long Pacing Guide
- Lesson Planning Pages

Additional Resources:

- Spelling Word List
- Master Supply List
- Standards Alignments
- Standards Checklist
- Four-Year Calendar
- Contacts
- Notes

* Some recurring standards may not be listed in each lesson. Please check the TN Standards Alignments in Additional Resources.

Amplify CKLA Multimedia and Reading Resources

The icons listed below appear throughout the planner lessons to indicate when specific multimedia and/or reading resources can be used to enhance learning. These resources are on the Amplify CKLA Teacher Resource site and can be downloaded or projected, as appropriate.



Sound Library

The Sound Library features audio files, songs, and short, animated videos that provide pronunciation guidance for every phoneme. Amplify CKLA Sound Videos combine modeling, repetition, guided practice, and engaging animation. Use the Sound Library components any time new sounds or sound/spellings are introduced or during review lessons.



Knowledge Builders

Knowledge Builders are animated videos designed to further student engagement and build students' background knowledge on Amplify CKLA topics. Each video has an accompanying guide that includes suggestions for follow-up extension activities. Knowledge Builders can be used as an introduction to the Knowledge unit or throughout the domain during Pausing Points, Culminating Activities, or Domain Reviews.



Trade Book Guides

Trade Book Guides are provided for each Knowledge domain's trade book (included in the kit) selected specifically to enhance the content of the domain. The book is intended for use as an introduction to the domain before diving into the deeper content of the domain Read-Alouds. The Trade Book Guide provides a summary of the book, text complexity information, an essential question, key vocabulary words, and activities to do after the Read-Aloud, including writing prompts. The book and Trade Book Guide activities can be used during Core Connections lessons as well as other points in the domain, such as Pausing Points and Culminating Activities.



Vocabulary Lessons

Projectable Vocabulary Lessons contain additional vocabulary instruction that builds on the program content. Each mini-lesson aligns to Amplify CKLA domain vocabulary words and skills and consists of direct instruction that can be implemented with minimal advance preparation.



How Amplify CKLA meets the Tennessee instructional shifts

The Tennessee standards for English Language Arts support the three key ELA instructional shifts to prepare students to be college and career ready: 1) regular practice with complex text and its academic vocabulary; 2) reading and writing grounded in evidence from literary and informational text; and 3) building knowledge through content-rich literary and informational text.

Amplify CKLA's instructional design is completely aligned with the Tennessee instructional shifts because both Amplify CKLA and the shifts are based on the same research and concept base.

1 Regular practice with complex texts and its academic vocabulary

Exposure to complex texts is crucial in developing students' knowledge base and vocabulary skills. In Amplify CKLA K–2, students engage with complex text daily during the interactive Read-Aloud in the Knowledge Strand. In the Amplify K–2 Skills Strand, students read increasingly complex texts that keep appropriate pace with their decoding development. By Grade 3, students are increasingly reading grade-level complex text independently. They also continue to be exposed to above-grade Read-Alouds. In Grades 4 and 5, students are exclusively reading grade-level complex text that increases in challenge from the beginning to the end of the grade. Vocabulary instruction in Amplify CKLA focuses on building academic vocabulary using both explicit and implicit approaches.

2 Reading and writing grounded in evidence from literary and informational text

The overwhelming majority of questions, tasks, and assignments in Amplify CKLA materials are text-dependent. Students are asked daily in reading instruction, both in discussion and through short and longer-answer written responses, to answer questions requiring evidence from a text. Student writing frequently incorporates textual evidence that must be gathered, recorded, and/or categorized prior to planning and drafting. Students also write in response to text in assignments that ask them to support their claim or opinion with evidence from the text.

3 Building knowledge through content-rich literary and informational text.

The organizing framework of Amplify CKLA's units is a focus on domains or topics of study. This creates a context in which knowledge, vocabulary, and comprehension development are built hand-in-hand. Students gain deeper understanding about a wide array of topics through a balance of literary and informational texts addressing literature, culture, science, and American and world history.

Lesson Planning

PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All About Me	Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales	Personal Narratives	Personal Narratives
Families and Communities	The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Animals	Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	Poetry	Poetry
Plants	Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Habitats	Farms	Early American Civilizations	The War of 1812	Light and Sound	Geology	The Renaissance
Classic Tales	Native Americans	Astronomy	Cycles in Nature	The Viking Age	Contemporary Fiction: <i>The House on Mango Street</i>	The Reformation
Important People in American History	Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	<i>A Midsummer Night's Dream</i>
	Seasons and Weather	Animals and Habitats	Insects	Native Americans: Regions and Cultures	<i>Treasure Island</i>	Native Americans
	Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America		Chemical Matter
	Colonial Towns and Townspeople	A New Nation: American Independence	Human Body: Building Blocks and Nutrition	Colonial America		
	Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
	Presidents and American Symbols		Fighting for a Cause			

Grade 2 Pacing Guide

Week 1					Week 2					Week 3					Week 4					Week 5					Week 6									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Knowledge 1					PP					Knowledge 1					Knowledge 2					PP					Knowledge 2									
Skills 1															PP					Skills 2														

Week 7					Week 8					Week 9					Week 10					Week 11					Week 12									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Knowledge 3					PP					Knowledge 3					Knowledge 4					PP					Knowledge 4									
Skills 2										PP					Skills 3																			

Week 13					Week 14					Week 15					Week 16					Week 17					Week 18									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
K4		Knowledge 5			PP					Knowledge 5					Knowledge 6					PP					Knowledge 6					K7				
Skills 3										PP					Skills 4																			

Week 19					Week 20					Week 21					Week 22					Week 23					Week 24									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Knowledge 7					PP					Knowledge 7					Knowledge 8					PP					Knowledge 8					Knowledge 9				
Skills 4										PP					Skills 5																			

Week 25					Week 26					Week 27					Week 28					Week 29					Week 30									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
PP					Knowledge 9					Knowledge 10					PP					Knowledge 10					Knowledge 11									
Skills 5															PP					Skills 6														

Week 31					Week 32					Week 33					Week 34					Week 35					Week 36									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
K11		PP			Knowledge 11					Knowledge 12					PP					Knowledge 12														
Skills 6																				PP														

Week 37					Week 38				
1	2	3	4	5	1	2	3	4	5

PP

WEEK ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W1			Skills 1		
			Knowledge 1		
W2			Skills 1		
			Knowledge 1		
W3			Skills 1		
	Knowledge 1		Knowledge 2		
W4			Skills 1		
			Knowledge 2		
W5			Skills 1		
			Knowledge 2		

Knowledge 1: Fairy Tales and Tall Tales
Knowledge 2: Early Asian Civilizations

1 Skills 1



Lesson 1 Back-to-School: Basic Code Review

- Review sound/spellings
- Read and spell one-syllable words
- Spell dictated words with /a/ > 'a'
- Read "Kate Visits Nan," answer questions about text

Formative Assessment: Observation, AP 1.2

2.FL.PWR.3a, 2.FL.PWR.3e, 2.FL.PWR.3g, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1

2 Skills 1



Lesson 2 Back-to-School: Basic Code Review

- Review vowel and consonant sounds/spellings
- Blend, segment, spell one-syllable words
- Spell dictated words with /i/ > 'i'
- Read "The Campsite," answer questions about text

Formative Assessment: AP 2.2

2.FL.PWR.3a, 2.FL.PWR.3e, 2.FL.PWR.3g, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.RL.KID.3

3 Skills 1



Lesson 3 Back-to-School: Basic Code Review

- Review vowel and consonant sounds/spellings
- Segment, blend, spell one-syllable words
- Spell dictated words with /o/ > 'o'
- Read "The Hike," answer questions about text

Formative Assessment: Observation, AP 3.2

2.FL.PWR.3a, 2.FL.PWR.3e, 2.FL.PWR.3g, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1

4 Skills 1



Lesson 4 Back-to-School: Basic Code Review

- Review sound/spellings in one-syllable words with short vowel sounds
- Segment, blend, spell one-syllable words and short vowel sounds
- Spell dictated words with /e/ > 'e'
- Read "The Bone Man," answer questions about text

Formative Assessment: Observation, AP 4.2

2.FL.PWR.3a, 2.FL.PWR.3e, 2.FL.PWR.3g, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1

5 Skills 1



Lesson 5 Back-to-School: Basic Code Review

- Review consonant sound/spellings in one-syllable words with short vowels
- Segment, blend, spell one-syllable words and short vowels
- Spell dictated words with /u/ > 'u'
- Read "The Big Dig," answer questions about text

Formative Assessment: Observation, AP 5.2

2.FL.PWR.3a, 2.FL.PWR.3e, 2.FL.PWR.3g, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.RL.KID.3

1 Knowledge 1



Lesson 1 The Fisherman and His Wife

- Review knowledge of fairy tales and other fiction
- Make predictions about character
- Word Work: *displeases*
- Change one element of "The Fisherman and His Wife"

Formative Assessment: AP 1.1

2.RL.KID.2, 2.RL.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.RBPK.8

2 Knowledge 1

Lesson 2 The Emperor's New Clothes

- Review characteristics of a fairy tale
- Analyze actions of characters
- Act out events of a fairy tale
- Word Work: *curious*

Formative Assessment: Exit Pass

2.SL.CC.2, 2.RL.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi

3 Knowledge 1

Lesson 3 Beauty and the Beast, Part I

- Compare and contrast two fairy tales
- Identify characteristics of a fairy tale
- Word Work: *fortune*
- Sequence events
- Write short description of favorite scene

Formative Assessment: AP 3.1

2.RL.IKI.9, 2.SL.PKI.4, 2.FL.VA.7b, 2.FL.VA.7bi, 2.RL.KID.2, 2.SL.CC.2, 2.W.RBPK.8

4 Knowledge 1



Lesson 4 Beauty and the Beast, Part II

- Identify characters in a fairy tale
- Identify characteristics of a fairy tale
- Word Work: *constant*
- Demonstrate understanding of saying *better late than never*
- Demonstrate understanding of *tunes*

Formative Assessment: Exit Pass

2.RL.KID.3, 2.SL.PKI.4, 2.FL.VA.7b, 2.FL.VA.7bi, 2.FL.VA.7a, 2.FL.VA.7ai

5 Knowledge 1

Pausing Point Day 1

WEEK TWO

	Day 1	Day 2	Day 3	Day 4	Day 5
W2			Skills 1		
			Knowledge 1		
W3			Skills 1		
	Knowledge 1		Knowledge 2		
W4			Skills 1		
			Knowledge 2		
W5			Skills 1		
			Knowledge 2		
W6	Skills 1			Skills 2	
			Knowledge 2		

Knowledge 1: Fairy Tales and Tall Tales

Knowledge 2: Early Asian Civilizations

1 Skills 1

Lesson 6 Placement Assessment: Story Reading Assessment

- Read "Snacks," answer questions about text
- Pair individual words to form compound words

Formative Assessment: None

2.FL.F.5a, 2.RL.KID.1, 2.FL.PWR.3c, 2.FL.PWR.3g, 2.FL.VA.7aiv

2 Skills 1

Lesson 7 Word Reading and Story Reading Assessments

- Read words including Tricky Words
- Read "Prince Vincent," answer questions
- Write in response to picture prompt

Formative Assessment: None

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.PWR.3d, 2.FL.PWR.3e, 2.FL.PWR.3g, 2.FL.F.5a, 2.RL.KID.1, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c, 2.WTTP.3, 2.WTTP.3a, 2.WTTP.3b, 2.WTTP.3c

3 Skills 1

Lesson 8 Placement Assessment: Word Reading and Story Reading Assessments

- Read words including Tricky Words
- Read "The Beach," answer questions about text
- Draw pictures based on instructions; match printed words with pictures

Formative Assessment: None

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.PWR.3d, 2.FL.PWR.3e, 2.FL.PWR.3g, 2.FL.F.5a, 2.RL.KID.1

4 Skills 1

Lesson 9 Placement Assessment: Word Reading and Story Reading Assessments

- Read words including Tricky Words
- Read "Sink or Float," answer questions about text
- Read compound words, draw illustrations to show understanding

Formative Assessment: None

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.PWR.3d, 2.FL.PWR.3e, 2.FL.PWR.3g, 2.FL.F.5a, 2.RL.KID.1, 2.FL.VA.7aiv

5 Skills 1

Lesson 10 Placement Assessment: Word Reading Assessment

- Read words including Tricky Words
- Draw illustration that shows understanding of details in text
- Draw illustrations that shows understanding of sentences' meaning
- Draw illustrations and write short story

Formative Assessment: None

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.PWR.3d, 2.FL.PWR.3e, 2.FL.PWR.3g, 2.FL.F.5a, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c, 2.WTTP.3, 2.WTTP.3a, 2.WTTP.3b, 2.WTTP.3c

1 Knowledge 1

Lesson 5 Paul Bunyan

- Describe situation containing exaggeration
- Identify examples of exaggeration
- Word Work: *admiration*
- Identify elements of a tall tale

Formative Assessment: Exit Pass

2.SL.CC.1, 2.RL.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.RBPK.8

2 Knowledge 1

Lesson 6 Pecos Bill

- Identify characteristics of tall tales; review examples of exaggeration
- Distinguish between real and fiction
- Word Work: *tamed*
- Identify elements of a tall tale

Formative Assessment: AP 6.1

2.SL.CC.2, 2.RL.KID.1, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.RBPK.8

3 Knowledge 1

Lesson 7 John Henry

- Identify characteristics of a tall tale; identify characters
- Compare and contrast tall tales
- Word Work: *feats*
- Identify elements of a tall tale
- Demonstrate understanding of word *challenge*
- Demonstrate understanding of word *tracks*

Formative Assessment: Exit Pass

2.RL.KID.3, 2.RL.IKI.9, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.RBPK.8

4 Knowledge 1

Lesson 8 Casey Jones

- Review main events in tall tales
- Identify characteristics of tall tales
- Word Work: *legendary*
- Identify elements of a tall tale
- Compare and contrast tall tales

Formative Assessment: AP 8.1

2.RL.KID.2, 2.SL.CC.1, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.RBPK.8,
2.RL.IKI.9

5 Knowledge 1

Domain Review Day 1

WEEK THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W3			Skills 1		
	Knowledge 1		Knowledge 2		
W4			Skills 1		
			Knowledge 2		
W5			Skills 1		
			Knowledge 2		
W6	Skills 1			Skills 2	
			Knowledge 2		
W7			Skills 2		
			Knowledge 3		

Knowledge 1: Fairy Tales and Tall Tales

Knowledge 2: Early Asian Civilizations

Knowledge 3: The Ancient Greek Civilizations

1 Skills 1



Lesson 11 Review: Tricky Words and Spelling Alternatives

- Read and pronounce Tricky Words
- Review double consonant sound/spellings
- Read "The Hot Dog," answer questions about text
- Segment, blend, spell one- and two-syllable vowel words and Tricky Word *she*

Formative Assessment: Observation

2.FL.PWR.3f, 2.FL.PWR.3a, 2.FL.PWR.3d, 2.FL.F.5a, 2.FL.F.5b, 2.FL.F.5c, 2.RL.KID.1, 2.RL.KID.3, 2.FL.PWR.3e, 2.FL.PWR.3f, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d

2 Skills 1



Lesson 12 Review: Tricky Words and Spelling Alternatives

- Read and pronounce Tricky Words *was, of, a*
- Blend one- and two-syllable words with double consonant letter-sound correspondences
- Edit incorrectly written sentences
- Read "The Chicken Nugget," answer questions about text
- Sequence events from "The Chicken Nugget"

Formative Assessment: Observation, AP 12.2

2.FL.PWR.3f, 2.FL.PWR.3a, 2.FL.PWR.3d, 2.FL.SC.6, 2.FL.F.5a, 2.FL.F.5b, 2.FL.F.5c, 2.FL.VA.7ai, 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.7

3 Skills 1



Lesson 13 Basic Code Review: Two-Syllable Words with Short Vowels

- Review double consonant sound/spellings
- Blend sounds, combine syllables to form words
- Read CVC, CVCC words; correctly write words with *-ing*
- Read "The Chicken Nugget," answer questions about text

Formative Assessment: AP 13.1, Observation, AP 13.3

2.FL.PWR.3a, 2.FL.PWR.3d, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3

4 Skills 1



Lesson 14 Review: Tricky Words and Tricky Spelling 'g'

- Read new Tricky Words
- Review Tricky Words
- Read words with Tricky Spelling 'g'
- Sort and write words with Tricky Spelling 'g'
- Read "The Snack Mix," answer questions about text

Formative Assessment: Observation

2.FL.PWR.3f, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3

5 Skills 1



Lesson 15 Assessment and Review: Spelling Assessment and Tricky Spelling 'c'

- Spell one- and two-syllable words and Tricky Word *she*
- Read words with Tricky Spelling 'c'
- Sort and write words with 'c'
- Read "The Snack Mix," answer questions about text

Formative Assessment: AP 15.1, Observation

2.FL.PWR.3a, 2.FL.PWR.3e, 2.FL.PWR.3f, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3

1 Knowledge 1

Domain Assessment Day 1

2 Knowledge 1

Culminating Activities Day 1

3 Knowledge 2



Lesson 1 The Indus River Valley, Part I

- Review key components of a civilization; locate countries on map
- Explain importance of geography of Asia
- Word Work: *fertile*
- Write short description of development of an early Asian civilization

Formative Assessment: AP 1.2

2.SL.CC.1, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.RBPK.8, 2.FL.WC.4f

4 Knowledge 2

Lesson 2 The Indus River Valley, Part II

- Review importance of Indus River and Himalaya Mountains
- Explain importance of Indus River to Mohenjo-daro
- Word Work: *source*
- Identify components of early Indian civilizations

Formative Assessment: AP 2.1, Exit Pass

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7bi, 2.RI.KID.2

5 Knowledge 2

Lesson 3 Hinduism

- Review role of geography in formation of ancient Asian civilizations
- Explain religion as key component of civilization, describe important aspect of Hinduism
- Word Work: *represents*
- Describe components of an early Asian civilization
- Gather information to preplan informative writing piece

Formative Assessment: AP 2.1, AP 3.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.RI.KID.2, 2.W.RBPK.8

WEEK FOUR

	Day 1	Day 2	Day 3	Day 4	Day 5
W4			Skills 1		
			Knowledge 2		
W5			Skills 1		
			Knowledge 2		
W6	Skills 1		Skills 2		
			Knowledge 2		
W7			Skills 2		
			Knowledge 3		
W8			Skills 2		
			Knowledge 3		

Knowledge 2: Early Asian Civilizations

Knowledge 3: The Ancient Greek Civilizations

1 Skills 1

Lesson 16 Review: Spelling Alternatives

- Review consonant digraphs sound/spellings
- Circle letters to form words, write one-syllable words
- Read "The Ham," answer questions about text
- Segment, blend, spell two-syllable words and Tricky Word *how*

Formative Assessment: AP 16.1, Observation

2.FL.PWR.3e, 2.FL.PWR.3a, 2.FL.PWR.3f, 2.FL.F.5a, 2.FL.F.5b, 2.FL.F.5c, 2.RL.KID.1, 2.FL.PWR.3d, 2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d

2 Skills 1

Lesson 17 Review: Spelling Alternatives and Tricky Words

- Review sound/spellings
- Read words and circle letters that produce target sounds
- Read Tricky Words
- Rearrange sentences, use proper capitalization and punctuation
- Read "The Fish," answer questions about text

Formative Assessment: AP 17.1, Observation

2.FL.PWR.3a, 2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.PWR.3f, 2.FL.SC.6f, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3

3 Skills 1

Lesson 18 Review: Tricky Words and Spelling Alternatives

- Read Tricky Words *once, one, two*
- Read words and circle letters that produce target sounds
- Rearrange sentences, use proper capitalization and punctuation
- Read "The Milk," answer questions about text

Formative Assessment: AP 18.1, Observation

2.FL.PWR.3f, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.SC.6f, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.RL.KID.3, 2.RL.IKI.7, 2.FL.VA.7ai

4 Skills 1

Lesson 19 Review: Tricky Words

- Review previously taught Tricky Words
- Read words with *-ed*, sort words by sound
- Reread "The Milk," answer questions about text

Formative Assessment: AP 19.1, Observation, AP 19.2

2.FL.PWR.3f, 2.FL.PWR.3a, 2.FL.PWR.3d, 2.FL.PWR.3e, 2.FL.SC.6d, 2.FL.F.5a, 2.FL.F.5b, 2.FL.F.5c, 2.RL.KID.1, 2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.5

5 Skills 1



Lesson 20 Assessment and Review: Spelling Assessment and Tricky Spelling 's'

- Spell words with *-ing*, double consonant spellings, spell Tricky Word *how*
- Review previously taught Tricky Words
- Read words with 's'
- Read and write words with 's' > /s/, 's' > /z/

Formative Assessment: AP 20.1, AP 20.2

2.FL.PWR.3e, 2.FL.PWR.3f, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.PWR.3a

1 Knowledge 2

Lesson 4 The Tiger, the Brahman, and the Jackal

- Review important aspects of Hinduism
- Identify trickster tales as fiction; describe characters, plot, setting of story
- Word Work: *unjust*
- Identify personification, sequence events from trickster tale

Formative Assessment: AP 4.1

2.SL.CC.1, 2.RL.KID.1, 2.FL.VA.7b, 2.FL.VA.7bi, 2.RL.KID.2

2 Knowledge 2

Lesson 5 The Blind Men and the Elephant

- Review “The Tiger, the Brahman, and the Jackal” as example of fiction
- Describe characters, plot poem
- Word Work: *resembles*
- Write simile comparing part of elephant to another object
- Form and use past tense verbs

Formative Assessment: AP 5.1

2.SL.CC.2, 2.RL.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.WTTP.3, 2.WTTP.3a, 2.WTTP.3b, 2.WTTP.3c, 2.FL.SC.6d, 2.FL.WC.4f

3 Knowledge 2

Lesson 6 Diwali

- Recall important elements of Hinduism
- Describe importance of Diwali
- Word Work: *custom*
- Write description of image from the Read-Aloud, incorporate peer feedback

Formative Assessment: AP 6.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.PDW.5

4 Knowledge 2

Lesson 7 Buddhism

- Identify important aspects of Hinduism, including significance of Diwali
- Explain religion as component of civilization, describe important aspects of Buddhism
- Word Work: *conquer*
- Learn multiple meanings for word *train*
- Plan for informational writing piece

Formative Assessment: AP 7.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.FL.VA.7a, 2.W.RBPK.8

5 Knowledge 2

Pausing Point Day 1

WEEK FIVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W5			Skills 1		
			Knowledge 2		
W6	Skills 1		Skills 2		
			Knowledge 2		
W7			Skills 2		
			Knowledge 3		
W8			Skills 2		
			Knowledge 3		
W9			Skills 2		
			Knowledge 3		

Knowledge 2: Early Asian Civilizations

Knowledge 3: The Ancient Greek Civilizations

1 Skills 1



Lesson 21 Review: Sound/Spellings and Tricky Words

- Review previously taught sound/spellings
- Read Tricky Words *could, should, would*
- Read "The Chips," answer questions about text
- Spell words with /ng/ and Tricky Words

Formative Assessment: Observation, AP 21.1

2.FL.PWR.3a, 2.FL.PWR.3d, 2.FL.PWR.3e, 2.FL.PWR.3f,
2.FL.F.5a, 2.FL.F.5b, 2.FL.F.5c, 2.RL.KID.1, 2.FL.WC.4, 2.FL.WC.4a,
2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d

2 Skills 1

Lesson 22 Assessment:
End-of-Unit Assessment

- Read Tricky Words
- Listen to dictated words, select correct word from list
- Add correct punctuation; add *-ing* to words
- Read "The Catfish," answer questions about text

Formative Assessment: AP 22.1, AP 22.2, AP 22.3,
AP 22.4

2.FL.PWR.3f, 2.FL.PWR.3a, 2.FL.PWR.3d, 2.FL.PWR.3e,
2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d,
2.FL.F.5a, 2.RL.KID.1, 2.RL.IKI.7

3 Skills 1

Pausing Point Day 1

4 Skills 1

Pausing Point Day 2

5 Skills 1

Pausing Point Day 3

1 Knowledge 2

Lesson 8 The Yellow and the Yangtze Rivers

- Review connection between geography and formation of ancient civilizations in India
- Explain importance of rivers to development of ancient Chinese civilizations
- Word Work: *sorrow*
- Describe components of early Chinese civilizations

Formative Assessment: AP 8.1, Exit Pass

2.SL.CC.1, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.RI.KID.2

2 Knowledge 2

Lesson 9 Paper, Writing, and Calligraphy

- Review key components of civilization
- Describe contributions made by people of ancient China
- Word Work: *durable*
- Plan a book describing writing in ancient China

Formative Assessment: AP 9.1, Exit Pass

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.RBPK.7

3 Knowledge 2

Lesson 10 The Magic Paintbrush

- Review information about ancient China
- Describe elements of fiction
- Word Work: *praise*
- Create a book about paper, writing, calligraphy in ancient China

Formative Assessment: AP 9.1

2.SL.CC.1, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.RBPK.7

4 Knowledge 2

Lesson 11 The Importance of Silk

- Review information about ancient China
- Describe silk-making process
- Word Work: *emerge, plunged*
- Complete and publish book about paper, writing, calligraphy

Formative Assessment: Exit Pass

2.SL.CC.1, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.RBPK.8

5 Knowledge 2

Lesson 12 China's Great Wall

- Review information about contributions made by people of ancient China
- Describe construction and significance of Great Wall
- Word Work: *defense*
- Demonstrate understanding of saying *easier said than done*
- Retell story of creation of Great Wall of China

Formative Assessment: AP 12.1

2.SL.CC.1, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.FL.VA.7a, 2.RI.KID.2

WEEK SIX

	Day 1	Day 2	Day 3	Day 4	Day 5
W6	Skills 1		Skills 2		
	Knowledge 2				
W7	Skills 2				
	Knowledge 3				
W8	Skills 2				
	Knowledge 3				
W9	Skills 2				
	Knowledge 3				
W10	Skills 2		Skills 3		
	Knowledge 3		Knowledge 4		

Knowledge 2: Early Asian Civilizations

Knowledge 3: The Ancient Greek Civilizations

Knowledge 4: Greek Myths

1 Skills 1

Pausing Point Day 4

2 Skills 1

Pausing Point Day 5

3 Skills 2



Lesson 1 Basic Code:

Review /ae/ > 'a_e' and /ie/ > 'i_e'

- Read Tricky Words
- Read and write one-syllable words, change words using magic 'e'
- Read "Mike's Bedtime," answer questions about text
- Read and write words with inflectional ending and suffix -ed

Formative Assessment: Observation, AP 1.2

2.FL.PWR.3f, 2.FL.PWR.3a, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.FL.PWR.3d, 2.FL.PWR.3g

4 Skills 2



Lesson 2 Basic Code:

Review /oe/ > 'o_e' and /ue/ > 'u_e'

- Match word pairs with contracted forms
- Read and write one-syllable words containing /oe/ and /ue/
- Add magic 'e' to ends of short-vowel words
- Read two-syllable words
- Read Tricky Words *my, by, have*
- Read "The Milk," answer questions about text

Formative Assessment: AP 2.2, Observation

2.FL.SC.6j, 2.FL.PWR.3a, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.PWR.3c, 2.FL.PWR.3f, 2.FL.PWR.3g, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.RL.CS.5

5 Skills 2



Lesson 3 Spelling Alternatives:

Review /ee/ > 'ee' and 'ea'

- Unscramble interrogative and declarative sentences
- Read words with /e/, /ee/
- Reread "The Milk," answer questions about text, identify vocabulary
- Write sentences describing what Jane learned in "The Milk"

Formative Assessment: AP 3.1

2.FL.SC.6f, 2.FL.PWR.3a, 2.FL.F.5b, 2.FL.F.5c, 2.RL.KID.1, 2.RL.KID.2, 2.RL.CS.5, 2.WTTP.3, 2.WTTP.3a, 2.WTTP.3b, 2.WTTP.3c

1 Knowledge 2

Lesson 13 Confucius

- Review information about Great Wall of China
- Describe importance of Confucius's teachings
- Word Work: *eager*
- Understanding of saying *practice what you preach*
- Share book written about paper, writing, or calligraphy

Formative Assessment: Exit Pass

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.FL.VA.7a, 2.W.RBPK.8

2 Knowledge 2

Lesson 14 Chinese New Year

- Review important information about Diwali
- Describe significance, traditions associated with Chinese New Year
- Word Work: *prosperous*; demonstrate understanding of *traditions*
- Compare and contrast Chinese New Year with Diwali

Formative Assessment: AP 14.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.RI.IKI.9

3 Knowledge 2

Domain Review Day 1

4 Knowledge 2

Domain Assessment Day 1

5 Knowledge 2

Culminating Activities Day 1

- _____
- _____
- _____
- _____
- _____

WEEK SEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W7			Skills 2		
			Knowledge 3		
W8			Skills 2		
			Knowledge 3		
W9			Skills 2		
			Knowledge 3		
W10		Skills 2		Skills 3	
	Knowledge 3		Knowledge 4		
W11			Skills 3		
			Knowledge 4		

Knowledge 3: The Ancient Greek Civilizations
Knowledge 4: Greek Myths

1 Skills 2

Lesson 4 Review: Tricky Words and Quotation Marks

- Match contractions with words
- Read Tricky Words *all, who*
- Recognize use of quotation marks; use quotation marks correctly
- Read “The Jumping Frog,” answer questions about text

Formative Assessment: AP 4.2, Observation

2.FL.SC.6j, 2.FL.PWR.3f, 2.FL.PWR.3g, 2.FL.F.5a, 2.FL.F.5b,
 2.RL.KID.1, 2.RL.CS.5, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b,
 2.W.TTP.3c

2 Skills 2



Lesson 5 Review and Practice: Spelling Assessment

- Correctly spell Tricky Word and words with ending *-ed*
- Decode words with ‘oo’; read simple sentences
- Read Tricky Words
- Read “The Frog Race,” answer questions about text

Formative Assessment: AP 5.1, AP 5.2, Observation

2.FL.PWR.3d, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c,
 2.FL.WC.4d, 2.FL.PWR.3a, 2.FL.PWR.3g, 2.FL.F.5a, 2.FL.PWR.3f,
 2.FL.F.5b, 2.RL.KID.1, 2.RL.CS.5

3 Skills 2

Lesson 6 Writing: Plan a Fictional Narrative

- Read Tricky Words *are, were, some*
- Listen to “The Milk,” complete graphic organizer
- Add inflectional ending *-ing*, drop final ‘e’ where necessary

Formative Assessment: AP 6.1

2.FL.PWR.3f, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c,
 2.FL.PWR.3d, 2.FL.WC.4c

4 Skills 2



Lesson 7 Writing: Draft a Fictional Narrative

- Use sound/spelling /ou/, write dictated words that feature /ou/
- Write draft retelling “The Milk”

Formative Assessment: Exit Pass

2.FL.PWR.3a, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

5 Skills 2



Lesson 8 Writing: Edit a Fictional Narrative

- Review sound/spellings /oi/, identify spellings in one- and two-syllable words
- Read and write words with previously learned sound/spellings
- Edit draft retelling of “The Milk” using checklist

Formative Assessment: AP 8.1

2.FL.PWR.3a, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c,
 2.FL.WC.4d, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c,
 2.W.PDW.5

1 Knowledge 3



Lesson 1 The Ancient Greeks

- Review key components of civilization, recount key details about ancient Greece
- Word Work: *independently*
- Record information about ancient Greek civilization

Formative Assessment: AP 1.1

2.SL.CC.2, 2.FL.VA.7a, 2.FL.VA.7b, 2.W.RBPK.7

2 Knowledge 3



Lesson 2 Mount Olympus, Part I

- Recount key details about ancient Greek religion
- Word Work: *summoned*
- Identify elements of ancient Greek civilization
- Demonstrate understanding of characters, sequence events of "Mount Olympus"

Formative Assessment: Exit Pass

2.RL.KID.1, 2.SL.PKI.6, 2.FL.VA.7b, 2.W.RBPK.8, 2.RL.IKI.7

3 Knowledge 3

Lesson 3 Mount Olympus, Part II

- Recount key details of ancient Greek religion
- Word Work: *mission*
- Record information about ancient Greek civilization
- Demonstrate understanding of characters and sequence of events

Formative Assessment: AP 1.1

2.SL.CC.2, 2.SL.PKI.6, 2.FL.VA.7b, 2.W.RBPK.8, 2.RL.IKI.7

4 Knowledge 3

Lesson 4 The Olympic Games

- Recount key components of ancient Greek civilization
- Describe ancient Olympic Games and their influence
- Distinguish shades of meaning in adjectives describing size
- Record information about ancient Greek civilization
- Use phrase *where there's a will, there's a way*

Formative Assessment: AP 1.1

2.SL.CC.2, 2.FL.VA.7b, 2.W.RBPK.7, 2.FL.VA.7c

5 Knowledge 3

Lesson 5 All for Sparta

- Explain concept of city-states in ancient Greek civilization
- Describe Sparta; analyze Spartan life
- Word Work: *Spartan*
- Record information about ancient Greek civilization
- Generate sentences based on illustrations

Formative Assessment: Exit Pass

2.SL.CC.2, 2.SL.PKI.4, 2.FL.VA.7b, 2.W.RBPK.7, 2.FL.SC.6, 2.RL.IKI.7

WEEK EIGHT

	Day 1	Day 2	Day 3	Day 4	Day 5
W8			Skills 2		
			Knowledge 3		
W9			Skills 2		
			Knowledge 3		
W10		Skills 2		Skills 3	
	Knowledge 3		Knowledge 4		
W11			Skills 3		
			Knowledge 4		
W12			Skills 3		
			Knowledge 4		

Knowledge 3: The Ancient Greek Civilizations
Knowledge 4: Greek Myths

1 Skills 2

Lesson 9 Grammar: Commas and Quotation Marks

- Review difference between dialogue and narration, use quotation marks
- Read “The Hare and the Hedgehog;” answer questions, identify vocabulary
- Answer written questions, describe the plot of “The Hare and the Hedgehog”

Formative Assessment: Observation, AP 9.2

2.FL.F.5a, 2.FL.SC.6j, 2.RL.KID.1, 2.RL.KID.2, 2.RL.CS.5, 2.FL.F.5, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.FL.SC.6f, 2.FL.WC.4a

2 Skills 2

Lesson 10 Review and Practice: Spelling Assessment

- Read and write words ending with *-ing* and Tricky Word *were*
- Read Tricky Words *they, their*
- Read one- and two-syllable words with /er/
- Read “How the Hedgehog Tricked the Hare;” answer questions about text

Formative Assessment: AP 10.1, AP 10.3, AP 10.4, Observation

2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.PWR.3f, 2.FL.PWR.3a, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.RL.CS.5, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.FL.SC.6f

3 Skills 2



Lesson 11 Grammar: Quotation Marks and Contractions

- Review sound/spellings /or/, /ar/, read one-syllable words
- Use commas, quotation marks, correct capitalization/punctuation
- Form contractions, write Tricky Word *their*

Formative Assessment: AP 11.1, AP 11.2

2.FL.PWR.3a, 2.FL.SC.6j, 2.FL.WC.4a

4 Skills 2

Lesson 12 Writing: Draft a Narrative Book Report

- Draft book report about “The Hare and the Hedgehog”
- Read “The Pancake, Part I;” answer questions, identify vocabulary, discuss text

Formative Assessment: AP 12.1, Observation

2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.RL.KID.1, 2.RL.KID.2, 2.RL.CS.5, 2.FL.F.5

5 Skills 2

Lesson 13 Writing: Edit a Narrative Book Report

- Edit peer’s book report, suggest improvements
- Read “The Pancake, Part II” in pairs, answer questions about text, sequence story
- Learn meaning of *antonym*, produce antonyms

Formative Assessment: AP 13.1, AP 13.2

2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e, 2.W.PDW.5, 2.RL.KID.1, 2.RL.KID.2, 2.RL.CS.5, 2.FL.F.5, 2.FL.VA.7bii

1 Knowledge 3

Lesson 6 Athens and the Olive Tree

- Locate Athens on map, explain why it is named after goddess Athena
- Word Work: *ideal*
- Record information about ancient Greek civilization

Formative Assessment: AP 1.1

2.RI.KID.1, 2.FL.VA.7bi, 2.W.RBPK.7

2 Knowledge 3

Lesson 7 Athens: The Birthplace of Democracy

- Describe city-states Sparta, Athens
- Explain origins of democracy
- Word Work: *democracy*
- Write short paragraphs to support opinion

Formative Assessment: AP 7.1

2.RI.KID.1, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

3 Knowledge 3

Pausing Point Day 1

4 Knowledge 3

Pausing Point Day 2

5 Knowledge 3

Lesson 8 Marathon

- Record information about ancient Greek civilization
- Summarize main events, explain significance of Battle of Marathon
- Word Work: *tribute*
- Plan short paragraph summarizing events

Formative Assessment: AP 8.1

2.W.RBPK.7, 2.SL.CC.2, 2.FL.VA.7bi, 2.W.RBPK.8

WEEK NINE

	Day 1	Day 2	Day 3	Day 4	Day 5
W9			Skills 2		
			Knowledge 3		
W10		Skills 2		Skills 3	
		Knowledge 3		Knowledge 4	
W11			Skills 3		
			Knowledge 4		
W12			Skills 3		
			Knowledge 4		
W13			Skills 3		
			Knowledge 4	Knowledge 5	

Knowledge 3: The Ancient Greek Civilizations

Knowledge 4: Greek Myths

Knowledge 5: The War of 1812

1 Skills 2



Lesson 14 Writing: Edit and Write a Final Copy

- Review vowel sounds
- Match words with their antonyms
- Edit draft of book report, produce final book report

Formative Assessment: AP 14.1, Writing

2.FL.PWR.3a, 2.FL.VA.7bii, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e, 2.W.PDW.5, 2.W.PDW.6

2 Skills 2

Lesson 15 Review and Practice: Spelling Assessment

- Spell contractions and Tricky Word *their*
- Read “The Panther,” answer questions about text
- Complete sentences
- Write draft about favorite tale

Formative Assessment: AP 15.1, Observation, AP 15.2, AP 15.3

2.FL.PWR.3a, 2.FL.SC.6j, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.RL.KID.2, 2.FL.F.5a, 2.RL.KID.1, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

3 Skills 2

Lesson 16 Unit Assessment: Dictation Identification, Comprehension, and Fluency

- Identify dictated words
- Read “The Cat and Mouse Keep House,” answer questions about text
- Read “The Fox and the Cat,” answer questions about text

Formative Assessment: AP 16.1, AP 16.2, AP 16.3

2.FL.PWR.3a, 2.FL.PWR.3d, 2.FL.PWR.3e, 2.RL.KID.1, 2.FL.F.5a, 2.FL.F.5b

4 Skills 2

Pausing Point Day 1

5 Skills 2

Pausing Point Day 2

1 Knowledge 3

Lesson 9 Thermopylae: The Persians Strike Again

- Summarize main events, explain significance of Battle of Thermopylae
- Distinguish shades of meaning in verb describing preference
- Word Work: *channel*

Formative Assessment: Exit Pass

2.SL.CC.2, 2.FL.VA.7bii, 2.FL.VA.7bi

2 Knowledge 3

Lesson 10 The Great Thinkers of Greece

- Analyze contributions of Greek philosophers
- Word Work: *marvelous*
- Use graphic organizer to plan fictional narrative

Formative Assessment: AP 10.1

2.SL.CC.2, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

3 Knowledge 3

Lesson 11 Alexander the Great, Part 1

- Characterize accomplishments of Alexander the Great
- Word Work: *tame*
- Write draft of fictional narrative

Formative Assessment: AP 11.1

2.RI.KID.1, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

4 Knowledge 3

Lesson 12 Alexander the Great, Part II

- Characterize accomplishments of Alexander the Great
- Word Work: *invader*
- Interpret information from a map
- Edit fictional narrative

Formative Assessment: AP 12.2

2.RI.KID.1, 2.FL.VA.7bi, 2.RI.CS.5, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.W.PDW.5

5 Knowledge 3

Domain Review Day 1

WEEK TEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W10		Skills 2		Skills 3	
	Knowledge 3		Knowledge 4		
W11		Skills 3			
		Knowledge 4			
W12		Skills 3			
		Knowledge 4			
W13		Skills 3			
	Knowledge 4		Knowledge 5		
W14		Skills 3			
		Knowledge 5			

Knowledge 3: The Ancient Greek Civilizations

Knowledge 4: Greek Myths

Knowledge 5: The War of 1812

1 Skills 2

Pausing Point Day 3

2 Skills 2

Pausing Point Day 4

3 Skills 2

Pausing Point Day 5

4 Skills 3

Lesson 1 Spelling Alternatives:
The /ae/ Sound and Its Spellings

- Provide words with /a/ sound, produce words with specific sound/spellings
- Sort words with /a/, /ae/ sound/spellings
- Read and review previously taught Tricky Words
- Read "A Letter from the Publisher," answer questions about text
- Practice spelling words, and Tricky Word *some*

Formative Assessment: Observation

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3f, 2.FL.F.5a, 2.RL.KID.1, 2.FL.WC.4e

5 Skills 3

Lesson 2 Spelling Alternatives:
Introduce /ae/ > 'ai' and 'ay'

- Distinguish between /a/ and /ae/ sounds
- Read one-syllable words with /ae/ > 'ai', 'ay'
- Write one- and two-syllable words
- Read "The Spelling Bee," answer questions about text, identify words

Formative Assessment: Observation, AP 2.1, AP 2.2

2.FL.PWR.3a, 2.FL.PWR.3c, 2.FL.F.5a, 2.RL.KID.1

1 Knowledge 3

Domain Assessment Day 1

2 Knowledge 3

Culminating Activities Day 1

3 Knowledge 4



Lesson 1 The Twelve Gods of Mount Olympus

- Explain why Greek myths are considered fiction
- Word Work: *spectators*; demonstrate understanding of *participants*
- Record key information about Zeus

Formative Assessment: AP 1.1

2.RL.CS.5, 2.FL.VA.7bi, 2.W.RBPK.8

4 Knowledge 4

Lesson 2 Prometheus and Pandora

- Identify what “Prometheus and Pandora” tries to explain
- Word Work: *amusing*
- Retell story of “Prometheus and Pandora”
- Record key information about a character’s point of view

Formative Assessment: AP 2.2

2.SL.CC.2, 2.FL.VA.7bi, 2.RL.KID.2, 2.RL.CS.6

5 Knowledge 4

Lesson 3 Demeter and Persephone

- Explain purpose of myth and identify events myths explain
- Compare and contrast two Greek myths
- Word Work: *retrieve*
- Demonstrate understanding of word *pine*
- Record information about character from Greek myth “Demeter and Persephone”

Formative Assessment: AP 3.1

2.RL.KID.2, 2.RL.IKI.9, 2.FL.VA.7bi, 2.FL.VA.7a, 2.W.RBPK.8

WEEK ELEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W11			Skills 3		
			Knowledge 4		
W12			Skills 3		
			Knowledge 4		
W13			Skills 3		
	Knowledge 4		Knowledge 5		
W14			Skills 3		
			Knowledge 5		
W15			Skills 3		
			Knowledge 5		

Knowledge 4: Greek Myths

Knowledge 5: The War of 1812

1 Skills 3

Lesson 3 Spelling Alternatives:
Introduce /ae/ > 'a' and Tricky Spelling 'a'

- Compare and contrast one- and two-syllable words, review sound /ae/
- Segment, blend, spell one-syllable words
- Write one- and two-syllable words
- Read "And Then There Were Two," answer questions about text

Formative Assessment: AP 3.1, Observation, AP 3.2

2.FL.PWR.3c, 2.FL.PWR.3b, 2.FL.F.5a, 2.RL.KID.1

2 Skills 3

Lesson 4 Spelling Alternatives:
Tricky Spelling 'a' > /a/ and /ae/

- Review sound/spellings
- Read one- and two-syllable words
- Read two-syllable words with Tricky Spelling 'a': segment words, complete fill in the blank
- Read "Born to Spell?," answer questions about text

Formative Assessment: AP 4.1, Observation, AP 4.2

2.FL.PWR.3e, 2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.F.5a, 2.RL.KID.1

3 Skills 3

Lesson 5 Assessment: Spelling Assessment

- Spell and write one- and two-syllable words and Tricky Word *some*
- Read words with /ae/ > 'ai', 'ay', 'a_e', a
- Spell one- and two-syllable words

Formative Assessment: AP 5.1, AP 5.3

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3f, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a

4 Skills 3

Lesson 6 Spelling Alternatives:
The /oe/ Sound and Its Spellings

- Read and sort words for spellings 'o_e', 'o', and 'oa'
- Read spelling patterns, determine if spellings produce identical sounds
- Read "Miss Baker," answer questions about text
- Spell words with certain tricky spellings and Tricky Word *are*

Formative Assessment: Observation, AP 6.1, AP 6.2

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.F.5a, 2.RL.KID.1, 2.FL.PWR.3, 2.FL.WC.4e

5 Skills 3

Lesson 7 Spelling Alternatives:
Review /oe/ > 'oa' and 'oe'

- Read one- and two-syllable words for spellings /oe/
- Segment, blend, spell words
- Read and write words with /oe/ > 'oa', 'oe', 'o_e'
- Unscramble sentences to identify nouns

Formative Assessment: Observation, AP 7.1, AP 7.2

2.FL.PWR.3c, 2.FL.PWR.3b, 2.FL.F.5a, 2.FL.SC.6

1 Knowledge 4

Lesson 4 Arachne the Weaver

- Evaluate what “Arachne the Weaver” explains about nature
- Word Work: *flattered*
- Demonstrate understanding of word *features*
- Illustrate event from “Arachne the Weaver”

Formative Assessment: Exit Pass

2.RL.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.SL.CC.2

2 Knowledge 4

Lesson 5 Theseus and the Minotaur

- Retell myth using temporal and causal words
- Identify key information about Greek myths
- Describe main characters of a myth
- Word Work: *unraveling*
- Identify key information about Greek myths

Formative Assessment: AP 5.1

2.SL.PKI.4, 2.RL.KID.1, 2.RL.KID.3, 2.FL.VA.7bi

3 Knowledge 4

Lesson 6 Daedalus and Icarus

- Describe main characters of myth, explain characters' actions
- Word Work: *proof*
- Use adjectives to describe images
- Summarize Greek myth

Formative Assessment: AP 6.1, AP 6.2

2.RL.KID.3, 2.FL.VA.7bi, 2.FL.SC.6e, 2.RL.KID.2

4 Knowledge 4

Pausing Point Day 1

5 Knowledge 4

Pausing Point Day 2

WEEK TWELVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W12			Skills 3		
			Knowledge 4		
W13			Skills 3		
	Knowledge 4		Knowledge 5		
W14			Skills 3		
			Knowledge 5		
W15			Skills 3		
			Knowledge 5		
W16		Skills 3		Skills 4	
		Knowledge 6			

Knowledge 4: Greek Myths

Knowledge 5: The War of 1812

Knowledge 6: Cycles in Nature

1 Skills 3

Lesson 8 Spelling Alternatives:
Tricky Spelling 'o' > /o/ and /oe/

- Distinguish between words with /o/, /oe/ sounds
- Read one- and two-syllable words with Tricky Spelling 'o'
- Read and write words with /oe/
- Read "The Swimming Sisters," answer questions about text

Formative Assessment: AP 8.1, Observation, AP 8.2

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.F.5a, 2.RL.KID.1, 2.FL.WC.4

2 Skills 3

Lesson 9 Spelling Alternatives:
Tricky Spelling 'o' > /o/ and /oe/

- Review previously taught sound/spellings
- Read one- and two-syllable words
- Read two syllable words with Tricky Spelling 'o'
- Read "Val's Training," answer questions about text

Formative Assessment: AP 9.1, Observation

2.FL.PWR.3e, 2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.F.5a, 2.RL.KID.1

3 Skills 3

Lesson 10 Assessment: Spelling Assessment

- Spell and write one- and two-syllable words and Tricky Word *are*
- Answer questions with words that feature /oe/
- Read "Kim's Training," answer questions about text

Formative Assessment: AP 10.1, AP 10.3, Observation

2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.F.5a, 2.RL.KID.1

4 Skills 3

Lesson 11 Spelling Alternatives:
The /ie/ Sound and Its Spellings

- Provide words with /ie/ sound/spellings
- Read words with /ie/ sound/spellings
- Complete sentences
- Read "The Big Race," answer questions about text
- Read words with tricky spellings and Tricky Word *all*

Formative Assessment: Observation, AP 11.1, AP 11.2, AP 11.3

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.F.5a, 2.FL.VA.7ai, 2.RL.KID.1, 2.FL.PWR.3d, 2.FL.PWR.3e

5 Skills 3

Lesson 12 Spelling Alternatives and Grammar: Review /ie/ and Common and Proper Nouns

- Identify certain sounds in spoken words
- Review sound/spellings, read and compare one- and two-syllable words
- Distinguish between and identify common and proper nouns

Formative Assessment: Observation, AP 12.1

2.FL.PWR.3a, 2.FL.PWR.3c, 2.FL.F.5a, 2.FL.SC.6

1 Knowledge 4

Lesson 7 Hercules

- Analyze characters from Greek myths, describe their actions
- Word Work: *aimlessly*
- Plan writing own myths

Formative Assessment: AP 7.2

2.RL.KID.3, 2.FL.SC.6e, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

2 Knowledge 4

Lesson 8 Other Adventures of Hercules

- Use information from text to make predictions about events
- Word Work: *guidance*
- Write draft of myth

Formative Assessment: AP 8.1

2.RL.IK1.7, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

3 Knowledge 4

Lesson 9 Oedipus and the Riddle of the Sphinx

- Identify central message of myth
- Word Work: *insisted*, demonstrate understanding of *insistent*, *insistently*
- Edit draft of myths

Formative Assessment: AP 8.1, AP 9.1

2.RL.KID.2, 2.FL.VA.7bi, 2.FL.SC.6e, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.W.PDW.5

4 Knowledge 4

Lesson 10 Atalanta and the Golden Apples

- Analyze characters' reactions to events in myth
- Word Work: *resist*
- Publish Greek myths
- Share Greek myths with peers

Formative Assessment: Exit Pass, Published Myth

2.RL.KID.3, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.W.PDW.6, 2.SL.PK1.4

5 Knowledge 4

Domain Review Day 1

WEEK THIRTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W13			Skills 3		
	Knowledge 4		Knowledge 5		
W14			Skills 3		
			Knowledge 5		
W15			Skills 3		
			Knowledge 5		
W16		Skills 3		Skills 4	
			Knowledge 6		
W17			Skills 4		
			Knowledge 6		

Knowledge 4: Greek Myths

Knowledge 5: The War of 1812

Knowledge 6: Cycles in Nature

1 Skills 3

Lesson 13 Spelling Alternatives:
Tricky Spelling 'i' > /i/ and /ie/

- Distinguish words with long and short vowel sounds
- Identify and decode one- and two-syllable words
- Identify and spell one- and two-syllable words
- Read "The Big Race," answer questions about text

Formative Assessment: AP 13.2, Observation, AP 13.3

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1

2 Skills 3

Lesson 14 Grammar: Capitalization and Punctuation

- Put sentences in order, identify common and proper nouns
- Use correct capitalization and punctuation
- Read "The Soccer Twins, Part I," answer questions about text

Formative Assessment: AP 14.1, Observation

2.FL.SC.6, 2.FL.SC.6, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.2

3 Skills 3

Lesson 15 Assessment: Spelling and Mid-Point Dictation Identification

- Spell and write words with correct sound/spellings
- Identify consistent spelling patterns for words
- Identify words heard

Formative Assessment: AP 15.1, AP 15.2, AP 15.3

2.FL.PWR.3e, 2.FL.SC.6, 2.FL.PWR.3d, 2.FL.PWR.3b, 2.FL.PWR.3c

4 Skills 3

Lesson 16 Spelling Alternatives:
The /ue/ Sound and Its Spellings

- Provide words with /ue/ sounds
- Read "The Soccer Twins, Part II," answer questions about text
- Read and spell long-vowel, r-controlled words, provide and spell antonyms

Formative Assessment: AP 16.1, Observation

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.F.5a, 2.RL.KID.1, 2.FL.PWR.3c, 2.FL.VA.7b

5 Skills 3

Lesson 17 Spelling Alternatives:
Review /ue/ > 'u_e', 'u', and 'ue'

- Read one- and two-syllable words with /ue/ > 'u_e', 'u', 'ue'
- Provide synonyms and antonyms for words
- Identify words as being either singular or plural, add inflectional endings

Formative Assessment: AP 17.1, AP 17.2, AP 17.3

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.VA.7b, 2.FL.PWR.3d

1 Knowledge 4

Domain Assessment Day 1

2 Knowledge 4

Culminating Activities Day 1

3 Knowledge 5



Lesson 1 America in 1812, Part I

- Review important events prior to War of 1812
- Explain how war between France and Great Britain affected United States
- Word Work: *represent*
- Create portrait, write information

Formative Assessment: Exit Pass, AP 1.1

2.SL.CC.1, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

4 Knowledge 5

Lesson 2 America in 1812, Part II

- Review some causes of War of 1812
- Identify additional causes of War of 1812
- Word Work: *patience*
- Prepare persuasive speech

Formative Assessment: Exit Pass, AP 2.3

2.SL.CC.2, 2.RI.KID.1, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

5 Knowledge 5

Lesson 3 Mr. and Mrs. Madison

- Review causes of War of 1812
- Describe connection between James and Dolley Madison and events in 1812
- Word Work: *magnificent*
- Generate words using *-ful*, *-less*
- Write persuasive speeches

Formative Assessment: Exit Pass, AP 3.1

2.SL.CC.1, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.FL.VA.7a, 2.FL.VA.7aiii, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

WEEK FOURTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W14			Skills 3		
			Knowledge 5		
W15			Skills 3		
			Knowledge 5		
W16		Skills 3		Skills 4	
		Knowledge 6			
W17			Skills 4		
			Knowledge 6		
W18			Skills 4		
		Knowledge 6			K 7

Knowledge 5: The War of 1812

Knowledge 6: Cycles in Nature

Knowledge 7: Westward Expansion

1 Skills 3

Lesson 18 Spelling Alternatives:
Review /ue/ > 'u_e', 'u', and 'ue'

- Read words with /ue/ > 'u_e', 'u', 'ue', use words to answer questions
- Read "Jump!," answer questions about text

Formative Assessment: AP 18.2, Observation, AP 18.3

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.F.5a, 2.RL.KID.1

2 Skills 3



Lesson 19 Spelling Alternatives:
Introduce /aw/ > 'aw' and 'au'

- Discriminate certain sounds in spoken words
- Read one- and two-syllable words, complete crossword puzzle
- Read "Jump!," answer questions about text

Formative Assessment: AP 19.2, Observation, AP 19.3

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.F.5a, 2.RL.KID.1, 2.FL.SC.6e, 2.FL.VA.7bii

3 Skills 3

Lesson 20 Assessment: Spelling Assessment

- Write antonyms and a dictated sentence, check spelling
- Read one- and two-syllable words with sound/spelling /aw/ > 'augh'
- Read "The Dispute," answer questions about text

Formative Assessment: AP 20.1, Observation, AP 20.2

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.SC.6, 2.FL.F.5a, 2.RL.KID.1

4 Skills 3

Lesson 21 Writing: Elements of a Personal Narrative

- Read one- and two-syllable words with certain sound/spellings
- Fill out story map summarizing story

Formative Assessment: AP 21.1

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.F.5a, 2.WTTP.3, 2.WTTP.3a, 2.WTTP.3b, 2.WTTP.3c

5 Skills 3

Lesson 22 Writing: Plan and Draft a Personal Narrative

- Identify action verbs
- Plan personal narrative

Formative Assessment: AP 22.1

2.FL.F.5a, 2.FL.SC.6, 2.WTTP.3, 2.WTTP.3a, 2.WTTP.3b, 2.WTTP.3c

1 Knowledge 5

Lesson 4 Another War Already?

- Record information on T-chart
- Explain importance of waterways in War of 1812
- Word Work: *economy*
- Present persuasive speech

Formative Assessment: AP 3.1, AP 4.1

2.RI.IKI.9, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.SL.PKI.4

2 Knowledge 5

Pausing Point Day 1

3 Knowledge 5

Pausing Point Day 2

4 Knowledge 5

Lesson 5 The Attack on Washington, D.C.

- Explain benefits of familiarity of waterways during War of 1812
- Identify main topic
- Word Work: *quench*
- Sequence events

Formative Assessment: AP 5.1

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.RI.KID.3

5 Knowledge 5

Lesson 6 Broad Stripes and Bright Stars



- Summarize events of attack on Washington, D.C.
- Explain origins of "The Star-Spangled Banner"
- Word Work: *inspired*
- Sequence events

Formative Assessment: AP 6.1

2.SL.CC.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.RI.KID.3

WEEK FIFTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W15			Skills 3		
			Knowledge 5		
W16		Skills 3		Skills 4	
			Knowledge 6		
W17			Skills 4		
			Knowledge 6		
W18			Skills 4		
		Knowledge 6			K 7
W19			Skills 4		
			Knowledge 7		

Knowledge 5: The War of 1812

Knowledge 6: Cycles in Nature

Knowledge 7: Westward Expansion

1 Skills 3

Lesson 23 Writing: Plan and Draft a Personal Narrative

- Identify nouns and verbs
- Write draft of personal narrative

Formative Assessment: AP 23.1, AP 23.2

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.SC.6, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

2 Skills 3

Lesson 24 Writing: Edit a Personal Narrative

- Review personal narrative, edit and revise draft

Formative Assessment: AP 24.1

2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.W.PDW.5

3 Skills 3

Lesson 25 Unit Assessment: Dictation, Identification, Reading Comprehension, and Grammar

- Select words from lists with similar spellings
- Read "The Splash Artist," answer questions about text, reread stories from *Kids Excel*
- Identify words as nouns or verbs, complete fill in the blank sentences

Formative Assessment: AP 25.1, AP 25.2, AP 25.3

2.FL.PWR.3a, 2.FL.PWR.3d, 2.FL.PWR.3e, 2.FL.F.5a, 2.FL.F.5c, 2.RL.KID.1, 2.RL.CS.4, 2.FL.SC.6

4 Skills 3

Pausing Point Day 1

5 Skills 3

Pausing Point Day 2

1 Knowledge 5

Lesson 7 The Battle After the War

- Summarize events of Battle of Baltimore
- Explain why War of 1812 is called America's second war of independence
- Word Work: *astonished*
- Summarize key ideas

Formative Assessment: Exit Pass

2.RI.KID.1, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.SL.CC.2

2 Knowledge 5

Lesson 8 Peace and Pirates

- Review role Andrew Jackson played in War of 1812
- Explain connection between privateers and War of 1812
- Word Work: *dejected, jubilant*
- Research basic information about people and events

Formative Assessment: Exit Pass

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.RBPK.7

3 Knowledge 5

Domain Review Day 1

4 Knowledge 5

Domain Assessment Day 1

5 Knowledge 5

Culminating Activities Day 1

- _____
- _____
- _____
- _____
- _____

WEEK SIXTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W16		Skills 3		Skills 4	
		Knowledge 6			
W17		Skills 4			
		Knowledge 6			
W18		Skills 4			
		Knowledge 6			K 7
W19		Skills 4			
		Knowledge 7			
W20		Skills 4			
		Knowledge 7			

Knowledge 6: Cycles in Nature

Knowledge 7: Westward Expansion

1 Skills 3

Pausing Point Day 3

2 Skills 3

Pausing Point Day 4

3 Skills 3

Pausing Point Day 5

4 Skills 4

Lesson 1 Spelling Alternatives:
Introduce /er/ > 'er', 'ir', and 'ur'

- Produce and read words with /er/ sound
- Read previously taught Tricky Words and *all*
- Read and spell words with sound/spellings /aw/

Formative Assessment: None

2.FL.PWR.3e, 2.FL.PWR.3f, 2.FL.PWR.3a, 2.FL.PWR.3b,
2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d

5 Skills 4

Lesson 2 Spelling Alternatives:
Review /er/ > 'er', 'ir', and 'ur'

- Indicate whether spoken word is common or proper noun
- Read one- and two-syllable words featuring previously taught sound/spellings
- Read "Morning," answer questions about text

Formative Assessment: AP 2.1, Observation

2.FL.SC.6, 2.FL.PWR.3e, 2.RL.KID.1, 2.FL.F.5a

1 Knowledge 6



Lesson 1 The Cycle of Daytime and Nighttime

- Provide examples of cycles
- Explain how rotation of the earth causes daytime and nighttime
- Word Work: *stage*
- Describe how rotation of the earth causes daytime and nighttime

Formative Assessment: AP 1.1

2.SL.CC.1, 2.RI.KID.3, 2.FL.VA.7bi, 2.RI.KID.3

2 Knowledge 6



Lesson 2 The Reasons for Seasons

- Demonstrate understanding of words *rotation*, *revolution*
- Explain how tilt of the earth affects northern seasons
- Word Work: *tilt*
- Observe and describe how revolution and tilt of the earth cause seasons
- Describe how poet's use of rhyme adds meaning

Formative Assessment: AP 2.1

2.FL.VA.7b, 2.RI.KID.3, 2.FL.VA.7bi, 2.SL.PKI.4, 2.RL.CS.4

3 Knowledge 6

Lesson 3 Four Seasons in One Year

- Analyze four seasons
- Describe how seasons in Northern Hemisphere affect plants and animals
- Word Work: *adapt*
- Identify and generate compound words
- Use graphic organizer to analyze four seasons

Formative Assessment: Exit Pass

2.RI.KID.1, 2.RI.KID.3, 2.FL.VA.7bii, 2.FL.VA.7aiv, 2.RI.KID.1

4 Knowledge 6

Lesson 4 The Life Cycle of a Plant

- Review how the earth's revolution and tilt cause four seasons
- Describe life cycle of flowering plant
- Word Work: *protective*
- Sequence and write summary of life cycle of flowering plant

Formative Assessment: AP 4.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

5 Knowledge 6

Lesson 5 The Life Cycle of Trees

- Describe life cycle of plants, including trees
- Describe life cycle of a tree, explain importance of trees
- Word Work: *germination*
- Record information about tree life cycle, explain importance of trees to humans

Formative Assessment: AP 5.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

WEEK SEVENTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W17			Skills 4		
			Knowledge 6		
W18			Skills 4		
			Knowledge 6		K 7
W19			Skills 4		
			Knowledge 7		
W20			Skills 4		
			Knowledge 7		
W21			Skills 4		
			Knowledge 7	Knowledge 8	

Knowledge 6: Cycles in Nature

Knowledge 7: Westward Expansion

Knowledge 8: Insects

1 Skills 4

Lesson 3 Spelling Alternative:
Introduce /i/ > 'y'

- Read singular nouns, add correct ending to form plural
- Read one- and two-syllable words with /i/
- Read word pairs, determine 'y' sound
- Read "Brooklyn," answer questions about text

Formative Assessment: Observation

2.FL.PWR.3d, 2.FL.SC.6b, 2.FL.PWR.3f, 2.FL.PWR.3e, 2.FL.F.5a, 2.RL.KID.1

2 Skills 4

Lesson 4 Review: Tricky Spelling 'i'

- Read simple decodable phrases, identify action verbs, show understanding of phrases
- Review sound/spellings, determine /i/ or /ie/ sound
- Read words with 'i' spellings, fill in the blanks
- Read "Drummer's Grove," answer questions about text

Formative Assessment: Observation, Writing Response

2.FL.F.5a, 2.FL.SC.6, 2.FL.PWR.3c, 2.FL.PWR.3b, 2.FL.F.5, 2.RL.KID.1, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.FL.SC.6f

3 Skills 4

Lesson 5 Assessment: Spelling Assessment

- Spell words featuring /aw/, /oi/
- Review sound/spellings /ie/
- Read words with /ie/, complete fill in the blank
- Read "Dwight's Lights," answer questions about text

Formative Assessment: AP 5.1, AP 5.2, Observation, AP 5.3

2.FL.PWR.3c, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.PWR.3e, 2.FL.PWR.3b, 2.FL.F.5a, 2.RL.KID.1

4 Skills 4

Lesson 6 Tricky Spelling:
Introduce 'y' > /y/, /i/, or /ie/

- Read words with 'y' > /ie/, /i/, /y/
- Recognize that 'y' can make /ie/ sound, identify words with 'y' as /ie/
- Write inflectional endings -s, -es to form plurals
- Read "The Gym," answer questions about text
- Spell words with certain sound/spellings

Formative Assessment: AP 6.1, Observation

2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a, 2.RL.KID.1, 2.RL.CS.5, 2.FL.PWR.3b

5 Skills 4

Lesson 7 Grammar: Plural Nouns and Apostrophe '-s'

- Identify singular and plural nouns
- Read "The Corner Market," answer questions about the text
- Write simple phrases, add 's' to indicate possession

Formative Assessment: Observation, AP 7.2

2.FL.PWR.3c, 2.FL.SC.6b, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.2, 2.RL.CS.5, 2.FL.SC.6j

1 Knowledge 6

Pausing Point Day 1

2 Knowledge 6

Pausing Point Day 2

3 Knowledge 6

Lesson 6 Which Came First, the Chicken or the Egg?

- Present information about tree life cycle, explain why trees are important
- Describe life cycle of chicken
- Word Work: *replenished*
- Write and illustrate key information about life cycle of chicken

Formative Assessment: Exit Pass

2.SL.PK1.4, 2.RI.KID.3, 2.FL.VA.7bi, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c

4 Knowledge 6

Lesson 7 The Life Cycle of a Frog

- Review various cycles in nature
- Explain process of metamorphosis in life cycle of frog
- Word Work: *burrow*
- Write short paragraph describing life cycle of frog

Formative Assessment: AP 7.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7bi, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c

5 Knowledge 6

Lesson 8 The Life Cycle of a Butterfly

- Review what cycle in nature is
- Explain role of metamorphosis in life cycle of butterfly
- Word Work: *transparent*
- Sequence and write summary of stages in life cycle of butterfly

Formative Assessment: AP 8.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7bi, 2.RI.CS.6

WEEK EIGHTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W18			Skills 4		
		Knowledge 6			K 7
W19			Skills 4		
		Knowledge 7			
W20			Skills 4		
		Knowledge 7			
W21			Skills 4		
		Knowledge 7		Knowledge 8	
W22		Skills 4		Skills 5	
		Knowledge 8			

Knowledge 6: Cycles in Nature

Knowledge 7: Westward Expansion

Knowledge 8: Insects

1 Skills 4

Lesson 8 Tricky Spelling:
Review 'o' > /o/ or /oe/

- Identify action verbs, act out actions
- Read words with 'o' > /o/, /oe/, complete fill in the blank
- Read "The Diner," answer questions about text, write a summary
- Answer *who*, *what* questions to show understanding

Formative Assessment: Observation

2.FL.F.5c, 2.FL.SC.6d, 2.FL.PWR.3a, 2.FL.PWR.3c,
2.RL.KID.1, 2.RL.KID.2, 2.RL.CS.5, 2.FL.F.5a, 2.W.TTP.3,
2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

2 Skills 4

Lesson 9 Tricky Spelling:
Introduce 'ow' > /oe/ or /ou/

- Identify nouns and verbs, orally produce proper nouns
- Read one- and two-syllable words containing 'ow' > /oe/, /ou/
- Write one- and two-syllable words containing 'ow' > /oe/, /ou/
- Read "The Subway," answer questions about text

Formative Assessment: AP 9.1, Observation

2.FL.SC.6h, 2.FL.PWR.3a, 2.FL.PWR.3c, 2.RL.KID.1, 2.RL.KID.2,
2.RL.CS.5, 2.FL.F.5

3 Skills 4

Lesson 10 Assessment and Grammar:
Spelling Assessment and Irregular Plural Nouns

- Spell r-controlled dictated words and Tricky Word *all*
- Write regular and irregular plural nouns
- Read "The Subway," answer questions about text

Formative Assessment: AP 10.1, AP 10.2,
Observation, AP 10.4

2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c,
2.FL.WC.4d, 2.FL.SC.6a, 2.FL.SC.6b, 2.RL.KID.1, 2.RL.KID.2,
2.RL.CS.5, 2.FL.F.5a

4 Skills 4

Lesson 11 Tricky Spelling:
Introduce 'e' > /ee/ or /e/

- Review /ee/ sound, read words with 'e' > /ee/
- Read "Wall Street," answer questions about texts
- Read and spell words with /oe/, /ow/, and Tricky Word *your*

Formative Assessment: Observation

2.FL.PWR.3a, 2.FL.PWR.3c, 2.FL.PWR.3f, 2.FL.F.5a, 2.FL.F.5b,
2.RL.KID.1, 2.RL.CS.5, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b,
2.FL.WC.4c, 2.FL.WC.4d

5 Skills 4

Lesson 12 Grammar and Writing:
Review Proper Nouns and Introduce
Persuasive Writing

- Provide examples of nouns, properly capitalize and punctuate, identify nouns and verbs
- Draft persuasive letter

Formative Assessment: AP 12.1, AP 12.3

2.FL.SC.6a, 2.FL.SC.6h, 2.FL.SC.6i, 2.W.TTP.1, 2.W.TTP.1a,
2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

1 Knowledge 6

Lesson 9 The Water Cycle

- Identify three states of water
- Describe water cycle
- Word Work: *precipitation*
- Act out, observe, write about water cycle

Formative Assessment: Exit Pass

2.SL.CC.2, 2.RI.IKI.7, 2.FL.VA.7bi, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

2 Knowledge 6

Domain Review Day 1

3 Knowledge 6

Domain Assessment Day 1

4 Knowledge 6

Culminating Activities Day 1

5 Knowledge 7



Lesson 1 Going West

- Review history and geography of United States prior to early nineteenth century
- Describe sights people saw in 1800s while traveling on Oregon Trail
- Word Work: *sights*
- Write informational text explaining main idea of "Going West"

Formative Assessment: AP 1.1

2.SL.CC.1, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7biii, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

WEEK NINETEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W19			Skills 4		
			Knowledge 7		
W20			Skills 4		
			Knowledge 7		
W21			Skills 4		
		Knowledge 7		Knowledge 8	
W22		Skills 4		Skills 5	
		Knowledge 8			
W23			Skills 5		
			Knowledge 8		

Knowledge 7: Westward Expansion
Knowledge 8: Insects

1 Skills 4

Lesson 13 Grammar and Writing:
Proper Nouns and Persuasive Writing

- Correct and rewrite sentences using proper capitalization and punctuation
- Draft persuasive letter

Formative Assessment: Observation, Writing Response

2.FL.SC.6a, 2.FL.SC.6h, 2.FL.SC.6j, 2.FL.SC.6i, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e, 2.FL.WC.4a

2 Skills 4

Lesson 14 Grammar and Writing:
Introduce Verb: to be and Persuasive Writing

- Identify correct form of *to be*
- Brainstorm and draft new persuasive argument

Formative Assessment: AP 14.1, AP 14.3

2.FL.SC.6d, 2.FL.SC.6i, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

3 Skills 4

Lesson 15 Assessment and Writing:
Edit a Persuasive Letter

- Spell dictated words and Tricky Word *your*
- Review and edit persuasive letter draft
- Read “The Daydream,” answer questions about text

Formative Assessment: AP 15.1, Writing Response

2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.SC.6i, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e, 2.FL.F.5b, 2.FL.F.5c, 2.RL.KID.1, 2.RL.CS.5

4 Skills 4

Lesson 16 Writing: Edit and Publish a
Persuasive Letter

- Read “The Florist,” answer questions about text
- Write a draft of persuasive letter
- Read and spell words with certain sound/spelling and Tricky Word *people*

Formative Assessment: Observation

2.FL.F.5a, 2.RL.KID.1, 2.RL.CS.5, 2.FL.SC.6i, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.PWR.3a, 2.FL.PWR.3c

5 Skills 4

Lesson 17 Spelling Alternatives:
Introduce /ee/ > ‘y’ and ‘ey’

- Discriminate between /ee/ and /e/, /oe/, /o/, /ou/ and /ie/ and /i/ sounds
- Read and spell one-syllable and two-syllable words, complete fill in the blanks
- Read “The Bakery,” answer questions about text

Formative Assessment: Observation, Writing Response

2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.PWR.3a, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.RL.KID.1, 2.RL.KID.2, 2.RL.CS.5, 2.FL.F.5a

1 Knowledge 7

Lesson 2 Mr. Fulton's Journey

- Summarize what it was like to travel on Oregon Trail
- Identify main topic of "Mr. Fulton's Journey"
- Word Work: *voyage*
- Write short informational text describing steamboats

Formative Assessment: AP 2.2

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

2 Knowledge 7

Lesson 3 The Journal of a Twelve-Year-Old on the Erie Canal

- Retell story of Robert Fulton and invention of steamboat
- Describe what travel life was like on Erie Canal
- Word Work: *transport*
- Compare and contrast events

Formative Assessment: Exit Pass

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.RI.IKI.9

3 Knowledge 7

Lesson 4 The Story of Sequoyah

- Compare and contrast advantages and disadvantages of steamboat travel
- Identify main topic of "The Story of Sequoyah"
- Word Work: *create*
- Write informational text about why inventing writing system was important

Formative Assessment: AP 4.2

2.RI.CS.6, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

4 Knowledge 7

Lesson 5 The Trail of Tears

- Explain why Sequoyah was important to Cherokee people
- Describe forced journey known as the Trail of Tears
- Word Work: *encountered*
- Write informational text describing The Trail of Tears

Formative Assessment: AP 5.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

5 Knowledge 7

Pausing Point Day 1

WEEK TWENTY

	Day 1	Day 2	Day 3	Day 4	Day 5
W20			Skills 4		
			Knowledge 7		
W21			Skills 4		
			Knowledge 7	Knowledge 8	
W22			Skills 4	Skills 5	
			Knowledge 8		
W23			Skills 5		
			Knowledge 8		
W24			Skills 5		
			Knowledge 9		

Knowledge 7: Westward Expansion

Knowledge 8: Insects

Knowledge 9: The U.S. Civil War

1 Skills 4

Lesson 18 Review: Tricky Spelling 'y'

- Read and sort words for spellings 'y' > /y/. /ie/. /i/. /ee/
- Change singular nouns to plural nouns, change 'y' to 'i' when adding -es
- Read "Keeping It Up," answer questions about text

Formative Assessment: AP 18.2, Observation

2.FL.PWR.3a, 2.FL.PWR.3d, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.RL.KID.1, 2.RL.CS.5, 2.RL.KID.2, 2.FL.F.5

2 Skills 4

Lesson 19 Grammar: Present and Past Tense of the Verb: *to be*

- Identify correct form of present or past tense of verb *to be*
- Read "The Grocery," answer questions about text

Formative Assessment: AP 19.1, Observation

2.FL.PWR.3d, 2.FL.SC.6d, 2.FL.F.5b, 2.FL.F.5c, 2.RL.KID.1, 2.RL.CS.5

3 Skills 4

Lesson 20 Assessment and Review: Spelling Assessment and Grammar

- Spell words with certain sound/spellings and Tricky Word *people*
- Identify nouns and verbs, make nouns plural, identify grammatically correct nouns
- Use correct punctuation, capitalization, spelling, end punctuation

Formative Assessment: AP 20.1, AP 20.2

2.FL.PWR.3, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.SC.6b, 2.FL.SC.6d, 2.FL.SC.6h, 2.FL.SC.6i

4 Skills 4

Lesson 21 Spelling Alternatives: Introduce /aw/ > 'a', 'au', and 'aw'

- Read words with /aw/ > 'a', 'au', 'aw'
- Read "Inventory," answer questions about text

Formative Assessment: AP 21.1, Observation

2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5b, 2.FL.F.5c, 2.RL.KID.1

5 Skills 4

Lesson 22 Unit Assessment: Reading Comprehension and Grammar

- Read "The Tally," answer questions about text
- Identify proper noun forms, parts of speech, and rewrite sentences

Formative Assessment: AP 22.1, AP 22.2

2.FL.F.5c, 2.RL.KID.1, 2.RL.IKI.7, 2.FL.PWR.3, 2.FL.SC.6b, 2.FL.SC.6d

1 Knowledge 7

Pausing Point Day 2

2 Knowledge 7

Lesson 6 Westward on the Oregon Trail

- Describe forced relocation of Cherokee people on The Trail of Tears
- Identify main topic of "Westward on the Oregon Trail"
- Word Work: *territory*
- Reenact scenes from "Westward on the Oregon Trail"

Formative Assessment: Rubric

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.SL.PK1.4

3 Knowledge 7

Lesson 7 The Pony Express

- Review various modes of transportation used in nineteenth century
- Identify main topic of "The Pony Express"
- Word Work: *endurance*
- Reenact scenes from "The Pony Express"

Formative Assessment: Rubric

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.RI.CS.4

4 Knowledge 7

Lesson 8 Working on the Transcontinental Railroad

- Review information about Pony Express
- Identify main topic of "Working on the Transcontinental Railroad"
- Word Work: *convenient*
- Write short informational text on importance of transcontinental railroad

Formative Assessment: AP 8.1

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

5 Knowledge 7



Lesson 9 The Buffalo Hunters

- Review information about transcontinental railroad
- Explain connection between westward expansion and Native Americans
- Word Work: *solemnly*
- Write short informational piece about westward expansion and affect on bison

Formative Assessment: AP 9.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

WEEK TWENTY-ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W21			Skills 4		
		Knowledge 7		Knowledge 8	
W22		Skills 4		Skills 5	
			Knowledge 8		
W23			Skills 5		
			Knowledge 8		
W24			Skills 5		
			Knowledge 9		
W25			Skills 5		
			Knowledge 9		

Knowledge 7: Westward Expansion

Knowledge 8: Insects

Knowledge 9: The U.S. Civil War

1 Skills 4

Lesson 23 Unit Assessment:
Fluency and Dictation Identification

- Read "The Visit," answer questions about text
- Identify words that share same vowel sounds

Formative Assessment: AP 23.1, AP 23.2, AP 23.3, AP 23.4, AP 23.5

2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.FL.PWR.3

2 Skills 4

Lesson 24 Unit Assessment:
Fluency and Dictation Identification

- Read "The Visit," answer questions about text
- Identify words that share same vowel sounds

Formative Assessment: AP 23.1, AP 23.2, AP 23.3, AP 23.4, AP 23.5

2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.FL.PWR.3

3 Skills 4

Lesson 25 Unit Assessment:
Fluency and Dictation Identification

- Read "The Visit," answer questions about text
- Identify words that share same vowel sounds

Formative Assessment: AP 23.1, AP 23.2, AP 23.3, AP 23.4, AP 23.5

2.FL.F.5a, 2.FL.F.5b, 2.RL.KID.1, 2.FL.PWR.3

4 Skills 4

Pausing Point Day 1

5 Skills 4

Pausing Point Day 2

1 Knowledge 7

Domain Review Day 1

2 Knowledge 7

Domain Assessment Day 1

3 Knowledge 7

Culminating Activities Day 1

4 Knowledge 8



Lesson 1 Insects Everywhere!

- Describe insects and their habitats
- Listen to learn about insects and their habitats
- Word Work: *habitats*
- Write about past experiences with an insect

Formative Assessment: Insects Journal

2.SL.CC.1, 2.RI.KID.3, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a,
2.W.TTP.3b, 2.W.TTP.3c

5 Knowledge 8

Lesson 2 What Makes an Insect an Insect

- Review how insects interact with habitats
- Identify common characteristics of insects
- Word Work: *microscopic*
- Write explanation about why certain animals are or are not insects

Formative Assessment: Insects Journal

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7bi, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b,
2.W.TP.2c

WEEK TWENTY-TWO

	Day 1	Day 2	Day 3	Day 4	Day 5
W22		Skills 4		Skills 5	
		Knowledge 8			
W23		Skills 5			
		Knowledge 8			
W24		Skills 5			
		Knowledge 9			
W25		Skills 5			
		Knowledge 9			
W26		Skills 5			
		Knowledge 9			

Knowledge 8: Insects

Knowledge 9: The U.S. Civil War

1 Skills 4

Pausing Point Day 3

2 Skills 4

Pausing Point Day 4

3 Skills 4

Pausing Point Day 5

4 Skills 5

Lesson 1 Spelling Alternatives:
Introduce /u/ > 'o,' 'ou,' and 'o_e'

- Identify alternative sound/spelling correspondences
- Identify nouns and verbs in sentences, use adjectives to describe nouns
- Read two syllable words ending in -y, -ly and Tricky Word *alphabet*

Formative Assessment: Observation

2.FL.PWR.3e, 2.FL.SC.6e, 2.FL.VA.7a

5 Skills 5

Lesson 2 Spelling Alternatives:
Review /u/ > 'o' and 'u'

- Read and sort words with /u/ > 'o,' 'u'
- Read "The Beginning," answer questions about text

Formative Assessment: AP 2.1, AP 2.2,
Observation

2.FL.PWR.3e, 2.FL.PWR.3f, 2.FL.F.5a, 2.RL.KID.3, 2.RL.IKI.7

1 Knowledge 8

Lesson 3 Life Cycles of Insects

- Review life cycle of butterfly
- Describe life cycle of insects
- Word Work: *progression*
- Use trade books to research insects, record information in journals

Formative Assessment: Insects Journal

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7bi, 2.W.RBPK.7

2 Knowledge 8

Lesson 4 Social Insects: Bees and Wasps

- Review meaning of words *social*, *solitary*
- Explain how honeybees, paper wasps are social insects
- Word Work: *cooperate*
- Demonstrate understanding of word *comb*
- Draw and write about social insects

Formative Assessment: Insects Journal

2.FL.VA.7b, 2.RI.KID.3, 2.FL.VA.7bi, 2.FL.VA.7a, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c

3 Knowledge 8

Lesson 5 Social Insects: Ants and Termites

- Present journal entries explaining how honeybees, paper wasps are social insects
- Explain how ants, termites are social insects
- Word Work: *destructive*
- Plan informational narrative

Formative Assessment: AP 5.1

2.SL.PK1.4, 2.RI.KID.3, 2.FL.VA.7aiii, 2.WTTP.3, 2.WTTP.3a, 2.WTTP.3b, 2.WTTP.3c

4 Knowledge 8

Pausing Point Day 1

5 Knowledge 8

Lesson 6 Insects that Glow and Sing

- Explain how insects communicate with one another
- Word Work: *communicate*
- Draft informational narrative

Formative Assessment: AP 6.1

2.RI.KID.3, 2.FL.VA.7bi, 2.WTTP.3, 2.WTTP.3a, 2.WTTP.3b, 2.WTTP.3c

WEEK TWENTY-THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W23			Skills 5		
			Knowledge 8		
W24			Skills 5		
			Knowledge 9		
W25			Skills 5		
			Knowledge 9		
W26			Skills 5		
			Knowledge 9		
W27			Skills 5		
	K 9		Knowledge 10		

Knowledge 8: Insects

Knowledge 9: The U.S. Civil War

Knowledge 10: Human Body

1 Skills 5

Lesson 3 Spelling Alternatives:
Review /u/ > 'ou' and 'o_e'

- Read words featuring /u/ > 'ou', 'o_e'
- Determine correct pronunciation and meaning of words
- Identify adjectives and nouns
- Read "The Thief," answer questions about text

Formative Assessment: AP 3.1, Observation

2.FL.PWR.3e, 2.FL.VA.7ai, 2.FL.SC.6e, 2.FL.F.5a, 2.RL.KID.1

2 Skills 5

Lesson 4 Grammar: Adjectives

- Recognize suffix *-ous* indicates word is an adjective, pair with nouns
- Read "All's Well that Ends Well," answer questions about text
- Multiple meaning word *well*, identify use in "All's Well that Ends Well"

Formative Assessment: Observation, AP 4.1, AP 4.2

2.FL.VA.7a, 2.FL.VA.7c, 2.FL.F.5a, 2.RL.KID.3, 2.RL.IK1.7, 2.FL.VA.7ai

3 Skills 5

Lesson 5 Review and Practice:
Spelling Assessment

- Spell words featuring suffixes *-y*, *-ly* and Tricky Word *alphabet*
- Read and sort words for spellings /u/ > 'o_e', 'ou', 'o'
- Read "The Hungry Troll," answer questions about text
- Express written opinion about text

Formative Assessment: AP 5.1, AP 5.2, AP 5.3, Observation, AP 5.4

2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.WC.4e, 2.FL.PWR.3e, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.3, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

4 Skills 5

Lesson 6 Grammar: Subject and Predicate

- Read words with certain vowel teams
- Read words with /ie/ > 'igh', 'y' and place in alphabetical order
- Identify noun, verb, adjective, subject, predicate in sentences

Formative Assessment: AP 6.1, AP 6.2

2.FL.PWR.3b, 2.FL.SC.6, 2.FL.VA.7c

5 Skills 5

Lesson 7 Spelling Alternatives:
Introduce /ə/ > 'a' and 'e'

- Learn sound/spellings /ə/ > 'a', 'e', read words with these features
- Identify subject and predicate
- Reread "The Hungry Troll," answer questions about text

Formative Assessment: AP 7.2

2.FL.PWR.3e, 2.FL.F.5b, 2.FL.F.5c, 2.RL.KID.1, 2.RL.KID.3

1 Knowledge 8

Lesson 7 Armored Tanks of the Insect World

- Review characteristics of insects, make list of insects they know
- Identify characteristics of beetles
- Word Work: *mimicry*
- Draft informational narrative

Formative Assessment: AP 6.1

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

2 Knowledge 8

Lesson 8 Friend or Foe?

- Explain why humans and insects can be helpful and harmful to each other
- Word Work: *foe*
- Edit informational narrative

Formative Assessment: AP 6.1, AP 8.1

2.RI.KID.2, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

3 Knowledge 8

Domain Review Day 1

4 Knowledge 8

Domain Assessment Day 1

5 Knowledge 8

Culminating Activities Day 1

- _____
- _____
- _____
- _____
- _____

WEEK TWENTY-FOUR

	Day 1	Day 2	Day 3	Day 4	Day 5
W24			Skills 5		
			Knowledge 9		
W25			Skills 5		
			Knowledge 9		
W26			Skills 5		
			Knowledge 9		
W27			Skills 5		
	K 9		Knowledge 10		
W28			Skills 5		
			Knowledge 10		

Knowledge 9: The U.S. Civil War
Knowledge 10: Human Body

1 Skills 5

Lesson 8 Spelling Alternatives:
Review /ə/ > 'a' and 'e'

- Read short sentences with words featuring certain spellings
- Correctly spell words with /ə/, /u/ sound/ spellings
- Read "Fire!" answer questions about text, list nouns, verbs, adjectives

Formative Assessment: AP 8.1, AP 8.2

2.FL.PWR.3a, 2.FL.PWR.3e, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.3,
2.RL.IKI.7

2 Skills 5

Lesson 9 Grammar: Review Apostrophes

- Review use of apostrophes
- Understand and identify compound subjects and predicates
- Read "The Boat Ride," write summary, match subjects with predicates

Formative Assessment: AP 9.1, Observation,
AP 9.2

2.FL.SC.6j, 2.FL.SC.6, 2.FL.F.5a, 2.RL.KID.3

3 Skills 5

Lesson 10 Review and Practice:
Spelling Assessment

- Spell dictated words featuring /ie/ > 'igh', 'y' and Tricky Word *kingdom*
- Read and identify subjects and predicates

Formative Assessment: AP 10.1, AP 10.2

2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d,
2.FL.SC.6

4 Skills 5



Lesson 11 Spelling Alternatives:
Introduce /ə/ + /l/ > 'ul', 'al', and 'il'

- Read and sort words with /ə/ + /l/ > 'ul', 'al', 'il'
- Read "The King's Ghost," answer questions about text
- Read and practice spelling words with /ee/ > 'ie'

Formative Assessment: Observation, AP 11.2

2.FL.PWR.3e, 2.FL.F.5a, 2.RL.IKI.7, 2.FL.WC.4, 2.FL.WC.4a,
2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d

5 Skills 5

Lesson 12 Review: Spelling Alternatives for
/u/ and /ə/

- Read words with certain sound/spellings
- Demonstrate command of conventions of English grammar and usage
- Capitalize first letters of holidays, geographic names

Formative Assessment: AP 12.1

2.FL.PWR.3e, 2.FL.SC.6a, 2.FL.SC.6b, 2.FL.SC.6d, 2.FL.SC.6e,
2.FL.SC.6h

1 Knowledge 9



Lesson 1 Harriet Tubman, Part I

- Review events that occurred in American history prior to Civil War
- Explain Harriet Tubman's life as a child
- Word Work: *value*
- Write about Civil War and Harriet Tubman's life

Formative Assessment: AP 1.2

2.SL.CC.1, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

2 Knowledge 9

Lesson 2 Harriet Tubman, Part II

- Predict whether Harriet Tubman will take action to fight against slavery
- Describe actions Harriet Tubman took to help enslaved people gain freedom
- Word Work: *rebellious*
- Summarize meaning of "Follow the Drinking Gourd," compare "Harriet Tubman, Part II"

Formative Assessment: AP 2.2

2.SL.PKI.4, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.RI.IKI.9

3 Knowledge 9

Lesson 3 The Controversy Over Slavery

- Review connection between "Follow the Drinking Gourd" and Underground Railroad
- Compare and contrast North, South in years prior to Civil War
- Word Work: *economy*
- Write about differences between North, South in years leading to Civil War

Formative Assessment: AP 3.2

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

4 Knowledge 9



Lesson 4 Abraham Lincoln

- Identify differences between North and South in years leading to Civil War
- Explain what Abraham Lincoln's view of slavery was
- Word Work: *expand*
- Write about Abraham Lincoln and his view on slavery

Formative Assessment: AP 4.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

5 Knowledge 9

Lesson 5 The Division of the United States

- Review differences between North, South, and issue of slavery
- Explain why South seceded from Union, how President Lincoln felt
- Word Work: *Confederacy, Union*
- Write about differences between Confederacy and Union

Formative Assessment: AP 5.2

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

WEEK TWENTY-FIVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W25			Skills 5		
			Knowledge 9		
W26			Skills 5		
			Knowledge 9		
W27			Skills 5		
	K 9		Knowledge 10		
W28			Skills 5		
			Knowledge 10		
W29		Skills 5		Skills 6	
		Knowledge 10			

Knowledge 9: The U.S. Civil War
Knowledge 10: Human Body

1 Skills 5

Lesson 13 Spelling Alternatives: Introduce /ə/ + /l/ > 'el' and 'le' and Syllable Review

- Read words with /ə/ + /l/ > 'el', 'le'
- Decode two-syllable words with CVC and open vowel patterns
- Read "The Letter," answer questions about text

Formative Assessment: Observation

2.FL.PWR.3e, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.3

2 Skills 5

Lesson 14 Spelling Alternatives: Review /u/, /ə/, and /ə/ + /l/

- Read words with /u/, /ə/, /ə/ + /l/ with different spelling alternatives
- Capitalize names of people and places
- Use clues to identify meaning of words or phrases
- Read "The Letter," answer questions about text, identify vocabulary, discuss text

Formative Assessment: AP 14.1, AP 14.2, AP 14.3

2.FL.PWR.3e, 2.FL.SC.6h, 2.FL.VA.7ai, 2.FL.F.5b, 2.RL.KID.1, 2.RL.KID.3, 2.RL.KI.7

3 Skills 5

Lesson 15 Review and Practice: Spelling Assessment

- Spell words with /ee/ > 'ie' and Tricky Word *water*
- Decode words with common suffix, complete fill in the blank
- Read "The Fearsome Beast," answer questions about text

Formative Assessment: AP 15.1, Observation

2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.PWR.3d, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.3

4 Skills 5

Lesson 16 Review: Suffix *-tion*

- Decode words with common suffix
- Read "The Fearsome Beast," identify vocabulary, answer questions about text
- Read words with 'y' > /ee/, /i/, /ie/, /y/

Formative Assessment: AP 16.1, AP 16.2

2.FL.PWR.3d, 2.FL.F.5a, 2.RL.KID.1, 2.RL.CS.5, 2.FL.PWR.3

5 Skills 5

Lesson 17 Writing: Plan Narrative Endings

- Identify verbs in sentences, distinguish between present, past tense
- Write alternative ending to a narrative

Formative Assessment: None

2.FL.SC.6d, 2.FL.SC.6, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.RL.CS.5

1 Knowledge 9

Pausing Point Day 1

2 Knowledge 9

Pausing Point Day 2

3 Knowledge 9

Lesson 6 The War Begins

- Explain significance of Fort Sumter
- Identify reasons author gives for Civil War being longer and bloodier than North thought
- Word Work: *civilians*
- Distinguish between speech registers

Formative Assessment: Exit Pass

2.SL.CC.1, 2.RI.IKI.8, 2.FL.VA.7b, 2.FL.VA.7bi

4 Knowledge 9

Lesson 7 Robert E. Lee

- Explain significance of First Battle of Manassas
- Distinguish between Union and Confederacy at the Battle of Gettysburg
- Word Work: *advisors*
- Write about Robert E. Lee and connection to Civil War

Formative Assessment: AP 7.2

2.SL.CC.2, 2.RI.IKI.9, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

5 Knowledge 9

Lesson 8 Clara Barton

- Review information about Robert E. Lee and his role in Civil War
- Explain why Clara Barton became known as “the Angel of the Battlefield”
- Word Work: *wounded*
- Write about Clara Barton and describe her accomplishments

Formative Assessment: AP 8.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

WEEK TWENTY-SIX

	Day 1	Day 2	Day 3	Day 4	Day 5
W26			Skills 5		
			Knowledge 9		
W27			Skills 5		
	K 9		Knowledge 10		
W28			Skills 5		
			Knowledge 10		
W29		Skills 5		Skills 6	
			Knowledge 10		
W30			Skills 6		
	K 10		Knowledge 11		

Knowledge 9: The U.S. Civil War

Knowledge 10: Human Body

Knowledge 11: Immigration

1 Skills 5

Lesson 18 Writing: Plan a Narrative Ending

- Identify verbs and their tense
- Plan alternative ending to “Fire!”
- Read “The King’s Birthday,” write summary of characters and key details

Formative Assessment: AP 18.2, Observation, AP 18.3

2.FL.SC.6d, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.W.PDW.5, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.3

2 Skills 5

Lesson 19 Writing: Draft and Edit a Narrative Ending

- Identify verb tense, identify vowel sound, spelling in verbs
- Convert present-tense verb to future-tense
- Write and edit new ending to story

Formative Assessment: AP 19.1, AP 19.2, AP 19.3

2.FL.SC.6, 2.FL.PWR.3a, 2.FL.PWR.3b, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.W.PDW.5

3 Skills 5

Lesson 20 Review and Practice: Spelling Assessment

- Spell words with Tricky Spelling ‘y’ and Tricky Word *edge*
- Decode words with suffix *-tion*, alphabetize words
- Recount short sequence of events
- Revise and edit to strengthen writing
- Read “Betrayed,” answer questions about text

Formative Assessment: AP 20.1, AP 20.2, AP 20.3, AP 20.4, AP 20.5, Observation, AP 20.6

2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.PWR.3d, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c, 2.W.PDW.5, 2.FL.F.5a, 2.RL.IKI.7

4 Skills 5

Lesson 21 Tricky Spelling: Introduce ‘a’ > /a/, /ae/ or /ə/

- Read words with ‘a’ > /a/, /ae/, /ə/
- Read “The Wizard,” summarize key events of story
- Read words ending in ‘le’, ‘el’, ‘tion’ and Tricky Word *schwa*

Formative Assessment: AP 21.1, Observation, AP 21.2

2.FL.PWR.3e, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.3, 2.RL.IKI.7, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d

5 Skills 5

Lesson 22 Tricky Spelling: Introduce ‘e’ > /e/, /ee/, or /ə/

- Alphabetize words
- Read words with Tricky Spelling ‘e’; identify sound made by ‘e’
- Read “Breaking the Spell,” answer questions about text

Formative Assessment: AP 22.1, Observation, AP 22.2

2.FL.PWR.3d, 2.FL.PWR.3e, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.3

1 Knowledge 9

Lesson 9 The Emancipation Proclamation

- Review information about Clara Barton and her accomplishments
- Explain reason why President Lincoln is remembered as courageous
- Word Work: *abolished*
- Write about significance of Emancipation Proclamation

Formative Assessment: AP 9.1

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

2 Knowledge 9



Lesson 10 Ulysses S. Grant

- Review Robert E. Lee and his accomplishments during Civil War
- Compare and contrast Union and Confederate armies
- Word Work: *defeat*
- Write journal entry comparing and contrasting Ulysses S. Grant and Robert E. Lee

Formative Assessment: AP 10.1

2.RI.KID.2, 2.RI.IKI.9, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

3 Knowledge 9

Lesson 11 The End of the War

- Summarize key facts about Civil War
- Contrast North and South at end of war
- Word Work: *united*
- Write about ending of Civil War

Formative Assessment: AP 11.2

2.SL.PKI.4, 2.RI.IKI.9, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

4 Knowledge 9

Domain Review Day 1

5 Knowledge 9

Domain Assessment Day 1

WEEK TWENTY-SEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W27			Skills 5		
	K 9		Knowledge 10		
W28			Skills 5		
			Knowledge 10		
W29		Skills 5		Skills 6	
			Knowledge 10		
W30			Skills 6		
	K 10		Knowledge 11		
W31			Skills 6		
			Knowledge 11		

Knowledge 9: The U.S. Civil War

Knowledge 10: Human Body

Knowledge 11: Immigration

1 Skills 5

Lesson 23 Tricky Spelling:
Introduce 'o' > /o/, /oe/, or /u/

- Read story featuring words with 'o' > /o/, /oe/, /u/, identify correct punctuation
- Identify correct verb tense
- Read "Looking for the Enemy," identify vocabulary, answer questions about text

Formative Assessment: AP 23.1, AP 23.2

2.FL.PWR.3e, 2.FL.F.5c, 2.FL.SC.6, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.3

2 Skills 5

Lesson 24 Tricky Spelling:
Introduce 'o_e' > /oe/ or /u/

- Sort words with 'o_e' > /oe/, /u/
- Determine subject and predicate
- Read "Revenge," answer questions about text

Formative Assessment: AP 24.1, Observation, AP 24.2

2.FL.PWR.3e, 2.FL.SC.6, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.3, 2.RL.KI.7

3 Skills 5

Lesson 25 Assessment and Tricky Spelling:
Spelling Assessment and Introduce 'ou' > /ou/ or /u/

- Spell words with suffixes *-tion*, *-el*, *-le*, and Tricky Word *schwa*, alphabetize words
- Read words with Tricky Spelling 'ou'
- Read "Battle Plans," summarize story

Formative Assessment: AP 25.1, AP 25.2, AP 25.3

2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a, 2.RL.KID.1, 2.RL.KID.3, 2.RL.KI.7

4 Skills 5

Lesson 26 Unit Assessment:
Reading Comprehension and Grammar

- Read with accuracy and fluency, self correct
- Read words featuring /e/ > 'a', 'e'
- Use context to confirm understanding
- Read and alphabetize words
- Apply conventions of grammar and usage
- Apply conventions of capitalization, punctuation, spelling

Formative Assessment: AP 26.1, AP 26.2

2.FL.F.5, 2.FL.PWR.3, 2.FL.F.5c, 2.FL.PWR.3e, 2.FL.VA.7v, 2.FL.SC.6, 2.FL.SC.6

5 Skills 5

Lesson 27 Unit Assessment:
Decoding and Alphabetizing

- Identify spoken words correctly
- Spell words correctly
- Alphabetize words
- Read "The Final Battle," answer questions about text

Formative Assessment: AP 27.1, AP 27.2, AP 27.3

2.FL.PWR.3, 2.FL.SC.6, 2.FL.F.5a, 2.RL.KID.1

1 Knowledge 9

Culminating Activities Day 1

2 Knowledge 10



Lesson 1 The Amazing Human Body

- Review prior knowledge of human body and nutrition
- Explain why author calls human body “the human machine”
- Word Work: *systems*
- Write in journal describing five senses

Formative Assessment: AP 1.1

2.SL.CC.1, 2.RI.CS.6, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

3 Knowledge 10

Lesson 2 Anton van Leeuwenhoek

- Review knowledge of human body and five senses
- Describe Anton van Leeuwenhoek’s important discovery
- Word Work: *observations*
- Write about Anton van Leeuwenhoek and his discovery

Formative Assessment: AP 2.1

2.SL.CC.2, 2.RI.CS.6, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

4 Knowledge 10

Lesson 3 Cells and Tissues

- Review Anton van Leeuwenhoek and human body
- Describe connection between cells and tissue
- Word Work: *functions*
- Write about cells and tissues

Formative Assessment: AP 3.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

5 Knowledge 10

Lesson 4 Organs

- Review connection between cells and tissue
- Explain connection between tissue and organs
- Word Work: *nourish*
- Identify connections between cells, tissue, organs, systems

Formative Assessment: AP 4.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi

WEEK TWENTY-EIGHT

	Day 1	Day 2	Day 3	Day 4	Day 5
W28		Skills 5			
	Knowledge 10				
W29	Skills 5			Skills 6	
	Knowledge 10				
W30	Skills 6				
	K 10	Knowledge 11			
W31	Skills 6				
	Knowledge 11				
W32	Skills 6				
	Knowledge 11				

Knowledge 10: Human Body
Knowledge 11: Immigration

1 Skills 5

Lesson 28 Review and Assessment:
Individual Assessments and Review Activities

- Oral Reading Comprehension Assessment
- Individual Decoding Assessment
- High-Frequency Word Assessment

Formative Assessment: None

2 Skills 5

Lesson 29 Review and Assessment:
Individual Assessments and Review Activities

- Oral Reading Comprehension Assessment
- Individual Decoding Assessment
- High-Frequency Word Assessment

Formative Assessment: None

3 Skills 5

Lesson 30 Review and Assessment:
Individual Assessments and Review Activities

- Oral Reading Comprehension Assessment
- Individual Decoding Assessment
- High-Frequency Word Assessment

Formative Assessment: None

4 Skills 5

Pausing Point Day 1

5 Skills 5

Pausing Point Day 2

1 Knowledge 10

Pausing Point Day 1

2 Knowledge 10

Pausing Point Day 2

3 Knowledge 10

Lesson 5 The Digestive System

- Review connections between cells, tissues, organs, systems
- Identify organs involved in digestive system
- Word Work: *absorb*
- Write to describe the digestive system

Formative Assessment: AP 5.2

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c

4 Knowledge 10

Lesson 6 The Excretory System

- Review parts of digestive system
- Identify organs in excretory system
- Word Work: *toxic*
- Write to describe the excretory system

Formative Assessment: AP 6.3

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c

5 Knowledge 10

Lesson 7 Nutrients

- Review knowledge of nutrients
- Identify six nutrients essential for good health
- Word Work: *essential*
- Write examples of main nutrients, describe how they keep body healthy
- Demonstrate understanding about use of adverbs to modify verbs

Formative Assessment: AP 7.1

2.SL.CC.1, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c, 2.FL.SC.6, 2.FL.SC.6e

WEEK TWENTY-NINE

	Day 1	Day 2	Day 3	Day 4	Day 5
W29		Skills 5		Skills 6	
		Knowledge 10			
W30			Skills 6		
	K 10	Knowledge 11			
W31			Skills 6		
		Knowledge 11			
W32			Skills 6		
		Knowledge 11			
W33			Skills 6		
	Knowledge 11			Knowledge 12	

Knowledge 10: Human Body

Knowledge 11: Immigration

Knowledge 12: Fighting for a Cause

1 Skills 5

Pausing Point Day 3

2 Skills 5

Pausing Point Day 4

3 Skills 5

Pausing Point Day 5

4 Skills 6

Lesson 1 Spelling Alternatives:
Introduce /f/ > 'ph'

- Identify certain spelling alternatives
- Decode words with /f/ > 'f', 'ff', 'ph'
- Identify nouns, adjectives, verbs; distinguish past, present, future tense
- Read and alphabetize words; read Tricky Word *Britain*

Formative Assessment: AP 1.1, AP 1.2

2.FL.PWR.3f, 2.FL.SC.6d, 2.FL.SC.6e, 2.FL.SC.6j, 2.FL.WC.4,
2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d

5 Skills 6

Lesson 2 Reading: Text Features in
Informational Text

- Distinguish between fiction and nonfiction books
- Read words with certain spelling alternatives
- Read word pairs, recognize identical sounds

Formative Assessment: AP 2.1, AP 2.2

2.RI.CS.5, 2.FL.PWR.3d, 2.FL.PWR.3f, 2.FL.PWR.3e

1 Knowledge 10

Lesson 8 A Well-Balanced Diet

- Review importance of nutrients
- Explain why author says to spend most time in produce section
- Word Work: *variety*
- Describe daily balanced diet

Formative Assessment: Exit Pass

2.SL.CC.2, 2.RI.CS.6, 2.FL.VA.7b, 2.FL.VA.7bi, 2.FL.VA.7b,
2.FL.VA.7bi, 2.SL.PK1.4

2 Knowledge 10

Lesson 9 A Healthy Human Body

- Identify human body systems, how to keep systems healthy
- Identify main purpose "A Healthy Human Body"
- Word Work: *recovery*
- Write describing practicing healthy habits

Formative Assessment: AP 9.2

2.SL.CC.1, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.WTP.2, 2.WTP.2a,
2.WTP.2b, 2.WTP.2c

3 Knowledge 10

Domain Review Day 1

4 Knowledge 10

Domain Review Day 2

5 Knowledge 10

Domain Assessment Day 1

- _____
- _____
- _____
- _____
- _____

WEEK THIRTY

	Day 1	Day 2	Day 3	Day 4	Day 5
W30			Skills 6		
	K 10		Knowledge 11		
W31			Skills 6		
			Knowledge 11		
W32			Skills 6		
			Knowledge 11		
W33			Skills 6		
	Knowledge 11			Knowledge 12	
W34			Skills 6		
			Knowledge 12		

Knowledge 10: Human Body

Knowledge 11: Immigration

Knowledge 12: Fighting for a Cause

1 Skills 6

Lesson 3 Spelling Alternatives and Reading: Introduce /e/ > 'ea' and Text Features in Informational Text

- Identify table of contents and glossary, demonstrate understanding of chronology
- Read words with /e/ > 'ea', complete fill in the blank

Formative Assessment: Exit Pass, AP 3.1

2.RI.CS.5, 2.RI.IKI.7, 2.FL.VA.7v, 2.FL.PWR.3b

2 Skills 6

Lesson 4 Reading: Informational Text

- Listen to Read-Aloud, answer questions about text, identify details
- Read words featuring /e/ > 'ea'

Formative Assessment: Observation

2.RI.KID.1, 2.RI.KID.3, 2.RI.IKI.7, 2.FL.PWR.3b

3 Skills 6

Lesson 5 Assessment: Spelling Assessment

- Spell words with certain sound/spellings; write words in alphabetical order
- Read "Trouble with the British," utilize text features, answer questions about text

Formative Assessment: AP 5.1, AP 5.2

2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a, 2.RI.KID.1, 2.RI.CS.4, 2.RI.CS.5

4 Skills 6

Lesson 6 Reading: Informational Text

- Reread "Trouble with the British," answer questions about text
- Read and sort words with Tricky Spelling 'ea'
- Read and alphabetize words

Formative Assessment: Observation, AP 6.1

2.FL.F.5a, 2.FL.F.5c, 2.RI.KID.1, 2.RI.RRTC.10, 2.FL.PWR.3a, 2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d

5 Skills 6

Lesson 7 Reading and Grammar: Informational Text and Adverbs

- Listen to Read-Aloud, answer questions about text
- Learn that adverb describes verb; identify adverbs, nouns, verbs

Formative Assessment: Observation, AP 7.1

2.RI.KID.3, 2.RI.IKI.8, 2.FL.SC.6e

1 Knowledge 10

Culminating Activities Day 1

2 Knowledge 11



Lesson 1 E Pluribus Unum

- Review knowledge of United States prior to 1880
- Explain meaning of *e pluribus unum* and why people immigrate
- Word Work: *factors*
- Record information about immigration

Formative Assessment: AP 1.1

2.SL.CC.1, 2.RI.KID.3, 2.FL.VA.7bi, 2.RI.KID.2

3 Knowledge 11

Lesson 2 Charles Steinmetz Comes to America

- Explain why people immigrate
- Explain why Charles Steinmetz immigrated to America, describe impact
- Word Work: *opportunity*
- Summarize Charles Steinmetz's immigration to United States

Formative Assessment: AP 2.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7bi, 2.RI.KID.2

4 Knowledge 11

Lesson 3 Life in the City

- Review Steinmetz's experience of immigration, identify common routes
- Describe lives of immigrants living in United States
- Word Work: *traditional*
- Record information about lives of immigrants in United States

Formative Assessment: AP 3.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7bi, 2.RI.KID.2

5 Knowledge 11

Lesson 4 From Ireland to New York City

- Identify potato blight as push factor for Irish immigrants
- Explain why United States was known as "a land of opportunity"
- Word Work: *afford*
- Identify and generate adjectives
- Record information about Irish immigration

Formative Assessment: AP 4.1

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7bi, 2.FL.SC.6e

WEEK THIRTY-ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W31	Skills 6				
	Knowledge 11				
W32	Skills 6				
	Knowledge 11				
W33	Skills 6				
	Knowledge 11		Knowledge 12		
W34	Skills 6				
	Knowledge 12				
W35	Skills 6				
	Knowledge 12				

Knowledge 11: Immigration

Knowledge 12: Fighting for a Cause

1 Skills 6

Lesson 8 Reading and Spelling Alternatives: Informational Text and Introduce /er/ > 'ar', 'or'

- Read "The War Hawks," utilize text features, answer questions about text
- Read words with /er/ > 'ar', 'or'
- Identify verbs and adverbs

Formative Assessment: Exit Pass, AP 8.1

2.FL.F.5a, 2.RI.KID.1, 2.RI.CS.4, 2.RI.CS.5, 2.FL.VA.7v,
2.FL.PWR.3e, 2.FL.SC.6e

2 Skills 6

Lesson 9 Grammar: Adverbs

- Reread "The War Hawks," answer questions and cite answers, write short speech
- Identify verbs and adverbs

Formative Assessment: Observation, AP 9.1, AP 9.2

2.FL.F.5b, 2.FL.F.5c, 2.RI.KID.3, 2.RI.IKI.8, 2.FL.SC.6e

3 Skills 6

Lesson 10 Assessment: Spelling Assessment

- Spell words with r-controlled vowel patterns, Tricky Word *war*, alphabetize words
- Identify subject and predicate
- Read "Trouble with the British," identify nouns, adjectives, verbs

Formative Assessment: AP 10.1, AP 10.2, AP 10.3

2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c,
2.FL.WC.4d, 2.FL.SC.6f, 2.FL.PWR.3, 2.RI.RRTC.10

4 Skills 6

Lesson 11 Reading: Informational Text

- Read "The War Starts," utilize text features, answer questions about text
- Read words with /k/ > 'ch', complete fill in the blanks
- Read and alphabetize words and Tricky Word *Europe*

Formative Assessment: AP 11.1, AP 11.2

2.FL.F.5c, 2.RI.KID.1, 2.RI.CS.4, 2.RI.CS.5, 2.FL.VA.7v,
2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c,
2.FL.WC.4d, 2.FL.PWR.3f

5 Skills 6

Lesson 12 Grammar: Adverbs, Adjectives, and Complete Sentences

- Read "The War Starts," answer questions about text, discuss vocabulary
- Distinguish complete and incomplete sentences, correct run-on sentences
- Identify adjectives, adverbs

Formative Assessment: Observation, Exit Pass, AP 12.1

2.FL.F.5a, 2.RI.KID.1, 2.RI.CS.4, 2.RI.RRTC.10, 2.FL.SC.6f,
2.FL.SC.6e

1 Knowledge 11

Lesson 5 Gold Mountain

- Review common routes of immigration, describe immigrants' lives
- Explain push and pull factors of Chinese immigration
- Word Work: *exhausting, refreshing*
- Explain meaning of saying *turn over a new leaf*
- Record information about Chinese immigration

Formative Assessment: AP 5.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7bi, 2.FL.VA.7a, 2.RI.KID.2

2 Knowledge 11

Lesson 6 A Land of Opportunity

- Explain why United States was known as "land of opportunity"
- Explain why immigrants settled in Midwest, and what life was like
- Word Work: *supported*
- Demonstrate understanding of word *land*
- Record information about immigration to Midwest

Formative Assessment: AP 6.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7bi, 2.FL.VA.7a, 2.RI.KID.2

3 Knowledge 11

Pausing Point Day 1

4 Knowledge 11

Pausing Point Day 2

5 Knowledge 11

Pausing Point Day 3

- _____
- _____
- _____
- _____
- _____

WEEK THIRTY-TWO

	Day 1	Day 2	Day 3	Day 4	Day 5
W32			Skills 6		
			Knowledge 11		
W33			Skills 6		
		Knowledge 11		Knowledge 12	
W34			Skills 6		
			Knowledge 12		
W35			Skills 6		
			Knowledge 12		
W36			Skills 6		
			Knowledge 12		

Knowledge 11: Immigration

Knowledge 12: Fighting for a Cause

1 Skills 6

Lesson 13 Spelling Alternatives and Tricky Spelling: Introduce /ee/ > 'i' and Tricky Spelling 'i'

- Read "A Famous Ship," utilize text features, answer questions about text
- Read words with Tricky Spelling 'i' > /ee/
- Sort words with 'i' > /i/ . /ie/ , /ee/

Formative Assessment: Exit Pass, AP 13.1

2.FL.F.5a, 2.RI.KID.1, 2.RI.KID.3, 2.FL.VA.7v, 2.FL.PWR.3b, 2.FL.PWR.3e

2 Skills 6

Lesson 14 Review: Tricky Spelling 'i'

- Read "A Famous Ship," answer questions about text, discuss vocabulary
- Read words with Tricky Spelling 'i,' complete fill-in-the-blanks

Formative Assessment: Observation, AP 14.1, AP 14.2

2.FL.F.5a, 2.RI.KID.1, 2.RI.CS.4, 2.RI.RRTC.10, 2.FL.PWR.3e, 2.FL.F.5c

3 Skills 6

Lesson 15 Assessment: Spelling Assessment

- Spell dictated words and Tricky Word *Europe*, alphabetize words
- Read "The Attack on Washington, D.C.," use dictionaries, describe key events
- Correct run-ons

Formative Assessment: AP 15.1, AP 15.2, AP 15.3

2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.PWR.3e, 2.FL.F.5a, 2.RI.KID.1, 2.RI.KID.3, 2.FL.VA.7v, 2.FL.SC.6f, 2.FL.SC.6j

4 Skills 6

Lesson 16 Reading: Close Reading

- Read "The Attack on Washington, D.C.," answer questions, discuss vocabulary
- Read and sort words with tricky spelling
- Read and alphabetize words

Formative Assessment: Observation, Exit Pass

2.FL.F.5a, 2.RI.KID.1, 2.RI.CS.4, 2.RI.RRTC.10, 2.FL.PWR.3b, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d

5 Skills 6

Lesson 17 Grammar: Building Sentences

- Read "The Burning of Washington, D.C.," use dictionaries, answer questions
- Create more complex sentences
- Identify parts of speech in "The Burning of Washington, D.C."

Formative Assessment: Observation, AP 17.1, AP 17.2, AP 17.3

2.FL.F.5a, 2.RI.KID.1, 2.RI.CS.4, 2.FL.VA.7v, 2.FL.SC.6f, 2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.PWR.3e, 2.FL.PWR.3f, 2.FL.SC.6e, 2.FL.SC.6f

1 Knowledge 11

Lesson 7 A Mosaic of Immigrants

- Review knowledge of immigration
- Explain how United States is a mosaic of immigrants
- Word Work: *settlers*
- Plan letter describing life as new immigrant in United States

Formative Assessment: AP 7.1

2.SL.CC.2, 2.RI.CS.6, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

2 Knowledge 11

Lesson 8 Becoming a Citizen

- Review knowledge of immigration
- Explain what a citizen is, describe how someone becomes a naturalized citizen
- Word Work: *naturalized citizen*
- Draft letter describing life as new immigrant

Formative Assessment: AP 8.1

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7bi, 2.W.TTP.3, 2.W.TTP.3a, 2.W.TTP.3b, 2.W.TTP.3c

3 Knowledge 11

Lesson 9 We the People

- Share knowledge about United States government
- Explain importance of Constitution to United States government and citizens
- Word Work: *disagreement*, demonstrate understanding of prefix *dis-*
- Create constitution

Formative Assessment: Exit Pass

2.SL.CC.1, 2.RI.KID.3, 2.FL.VA.7aii

4 Knowledge 11

Lesson 10 Immigration and Citizenship

- Review citizenship and importance of U.S. Constitution
- Explain rights and responsibilities of U.S. citizens
- Word Work: *guaranteed*
- Identify similarities and differences in experiences of immigrants

Formative Assessment: Exit Pass

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7bi, 2.SL.CC.1

5 Knowledge 11

Domain Review Day 1

WEEK THIRTY-THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W33	Skills 6		Skills 6		
	Knowledge 11		Knowledge 12		
W34	Skills 6		Skills 6		
	Knowledge 12				
W35	Skills 6		Skills 6		
	Knowledge 12				
W36	Skills 6		Skills 6		
	Knowledge 12				
W37	Skills 6				

Knowledge 11: Immigration

Knowledge 12: Fighting for a Cause

1 Skills 6

Lesson 18 Grammar: Building Sentences

- Reread “The Burning of Washington, D.C.,” use dictionaries, answer questions
- Expand sentences; rewrite sentences adding detail each time

Formative Assessment: Observation, AP 18.1, AP 18.2

2.FL.F.5c, 2.RI.KID.1, 2.FL.VA.7v, 2.FL.SC.6f

2 Skills 6

Lesson 19 Reading: Informational Text

- Read “The Attack on Baltimore,” use dictionaries, answer questions about text
- Sort and read words

Formative Assessment: Observation

2.FL.F.5a, 2.RI.KID.1, 2.RI.CS.4, 2.FL.VA.7v, 2.FL.PWR.3e

3 Skills 6

Lesson 20 Assessment: Spelling Assessment

- Spell one-, two-, and three-syllable words and Tricky Word *Ironsides*, alphabetize words
- Read “The Attack on Baltimore,” answer questions about text

Formative Assessment: AP 20.1, Observation, AP 20.2

2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5c, 2.RI.KID.1, 2.RI.RRTC.10

4 Skills 6

Lesson 21 Reading: Informational Text

- Read “Francis Scott Key and the National Anthem,” use dictionaries, answer questions
- Complete fill-in-the-blanks
- Read and alphabetize words

Formative Assessment: AP 21.1, AP 21.2

2.FL.F.5a, 2.RI.CS.5, 2.FL.VA.7v, 2.FL.PWR.3a, 2.FL.PWR.3b, 2.FL.PWR.3c, 2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5c

5 Skills 6

Lesson 22 Reading: Close Reading

- Read “Francis Scott Key and the National Anthem,” answer questions
- Learn purpose of and identify topic sentences
- Read multisyllable words, create complex sentences

Formative Assessment: Observation, AP 22.1, AP 22.2, AP 22.3

2.FL.F.5a, 2.RI.KID.1, 2.RI.KID.3, 2.RI.IKI.8, 2.RI.CS.6, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c, 2.FL.PWR.3b, 2.FL.SC.6f

1 Knowledge 11

Domain Review Day 2

2 Knowledge 11

Domain Assessment Day 1

3 Knowledge 11

Culminating Activities Day 1

4 Knowledge 12



Lesson 1 People Who Fought for a Cause

- Review various meanings of words *fighting*, *cause*
- Describe reasons to support statement people in this domain made the world a fairer place
- Word Work: *courage*
- Study structure, form of free verse poetry

Formative Assessment: Exit Pass

2.FL.VA.7a, 2.RI.IKI.8, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

5 Knowledge 12

Lesson 2 Susan B. Anthony: An Advocate for Women's Rights

- Review knowledge of Susan B. Anthony, and rights for which she fought
- Explain connection between Susan B. Anthony and women's rights
- Word Work: *ballots*
- Express opinion about Susan B. Anthony's achievements

Formative Assessment: AP 2.2

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

WEEK THIRTY-FOUR

	Day 1	Day 2	Day 3	Day 4	Day 5
W34			Skills 6		
			Knowledge 12		
W35			Skills 6		
			Knowledge 12		
W36			Skills 6		
			Knowledge 12		
W37			Skills 6		

Knowledge 12: Fighting for a Cause

1 Skills 6

Lesson 23 Writing: Paragraph Writing

- Read “Andrew Jackson,” use dictionaries, answer questions about text
- Write a paragraph
- Alphabetize words

Formative Assessment: AP 23.1, AP 23.2, AP 23.3

2.FL.F.5a, 2.RI.KID.1, 2.RI.CS.4, 2.FL.VA.7v, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e, 2.FL.PWR.3c

2 Skills 6

Lesson 24 Reading: Close Reading

- Read “Andrew Jackson,” answer questions about text, discuss vocabulary
- Rewrite sentences with correct capitalization, punctuation, nouns, verbs

Formative Assessment: Observation, AP 24.1

2.FL.F.5a, 2.RI.KID.1, 2.RI.CS.4, 2.RI.IKI.8, 2.FL.SC.6d, 2.FL.SC.6f

3 Skills 6

Lesson 25 Assessment: Spelling Assessment

- Spell words from *The War of 1812*, alphabetize words
- Read “The End of the War,” answer questions about text
- Read one- and two-syllable words, fill in the blanks

Formative Assessment: AP 25.1, AP 25.2, AP 25.4

2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5a, 2.RI.KID.1, 2.RI.CS.5, 2.FL.VA.7v, 2.FL.PWR.3a, 2.FL.PWR.3c

4 Skills 6

Lesson 26 Reading: Close Reading

- Read “The End of the War,” answer questions about text, discuss vocabulary
- Review sound/spelling, match picture with sentence
- Read and alphabetize words from *The War of 1812*

Formative Assessment: Observation, AP 26.1

2.FL.F.5a, 2.RI.KID.1, 2.RI.KID.3, 2.RI.CS.4, 2.FL.PWR.3a, 2.FL.PWR.3c, 2.FL.PWR.3e, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d

5 Skills 6

Lesson 27 Unit Assessment: *The War of 1812*

- Assess information read in *The War of 1812*
- Read letter and questions about national anthem
- Read words with certain tricky spelling
- Identify parts of speech in “The End of the War,” write sentences about Andrew Jackson

Formative Assessment: AP 27.1, AP 27.3, AP 27.4

2.RI.KID.1, 2.RI.RRTC.10, 2.FL.SC.6f, 2.FL.SC.6, 2.FL.PWR.3b, 2.FL.PWR.3e

1 Knowledge 12

Lesson 3 Eleanor Roosevelt: A Voice for Human Rights

- Review information about civil rights, Susan B. Anthony, Abraham Lincoln
- Explain connection between Eleanor Roosevelt and fight for human rights
- Word Work: *admirable*
- Express opinion about Eleanor Roosevelt's achievements

Formative Assessment: AP 3.2

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

2 Knowledge 12

Lesson 4 Mary McLeod Bethune: A Dedicated Teacher

- Review information about Susan B. Anthony, Eleanor Roosevelt
- Explain how Mary McLeod Bethune improved lives of African American girls
- Word Work: *proud*
- Express opinion about Mary McLeod Bethune's achievements

Formative Assessment: AP 4.2

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

3 Knowledge 12

Lesson 5 Jackie Robinson: Champion of Equality

- Explain how Mary McLeod Bethune helped African American girls
- Explain how Jackie Robinson fought for civil rights
- Word Work: *challenge*
- Express opinion about Jackie Robinson's achievements

Formative Assessment: AP 5.3

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

4 Knowledge 12

Pausing Point Day 1

5 Knowledge 12

Pausing Point Day 2

WEEK THIRTY-FIVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W35	Skills 6				
	Knowledge 12				
W36	Skills 6				
	Knowledge 12				
W37	Skills 6				

Knowledge 12: Fighting for a Cause

1 Skills 6

Lesson 28 Writing: Paragraphs

- Mark topic and concluding sentences, put in order, remove off topic sentences
- Alphabetize words to second letter
- Read words with Tricky Spelling 'a', complete fill in the blanks

Formative Assessment: AP 28.1, AP 28.2, AP 28.3, AP 28.4

2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c, 2.FL.PWR.3e, 2.FL.PWR.3a, 2.FL.PWR.3c

2 Skills 6

Lesson 29 Writing: Write a Report

- Outline writing process for reports
- Read questions about text and produce topic listings
- Read sentences, write topic and concluding sentences

Formative Assessment: AP 29.3

2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

3 Skills 6

Lesson 30 Assessment: Spelling Assessment

- Spell multisyllable words from *The War of 1812*, Tricky Word *New Orleans*
- Read "Francis Scott Key and the National Anthem," answer questions about text
- Read paragraph, label topic sentence, remove off topic sentences

Formative Assessment: AP 30.1, Observation, AP 30.2

2.FL.PWR.3e, 2.FL.PWR.3f, 2.FL.WC.4, 2.FL.WC.4a, 2.FL.WC.4b, 2.FL.WC.4c, 2.FL.WC.4d, 2.FL.F.5c, 2.RI.CS.6, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

4 Skills 6

Lesson 31 Writing: Take Notes

- Read "Our National Anthem," use dictionaries, answer questions about text
- Take notes on "Our National Anthem"; ask and answer questions

Formative Assessment: AP 31.1

2.FL.F.5a, 2.RI.KID.1, 2.FL.VA.7v, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

5 Skills 6

Lesson 32 Writing: Take Notes

- Read "Making Sense of the National Anthem," answer questions about text
- Ask and answer questions about "Making Sense of the National Anthem"

Formative Assessment: AP 32.1

2.FL.F.5a, 2.RI.KID.1, 2.W.TP.2, 2.W.TP.2a, 2.W.TP.2b, 2.W.TP.2c

1 Knowledge 12

Lesson 6 Rosa Parks: The Mother of the Civil Rights Movement

- Review information about activists from previous lessons
- Explain connection between bus and Rosa Parks's fight for civil rights
- Word Work: *boycott*
- Express opinion about Rosa Parks's achievements

Formative Assessment: AP 6.2

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

2 Knowledge 12

Lesson 7 Martin Luther King Jr.: Defender of the Dream

- Review information about activists from previous lessons
- Identify main purpose of "Martin Luther King Jr.: Defender of the Dream"
- Word Work: *extraordinary*
- Express opinion about Martin Luther King Jr.'s achievements

Formative Assessment: AP 7.2

2.SL.CC.2, 2.RI.KID.2, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

3 Knowledge 12



Lesson 8 Cesar Chavez: Protector of Workers' Rights

- Review information about activists from previous lessons
- Explain connection between Cesar Chavez and human rights for farm workers
- Word Work: *plight*
- Express opinion about Cesar Chavez's achievements

Formative Assessment: AP 8.2

2.SL.CC.2, 2.RI.KID.3, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

4 Knowledge 12

Lesson 9 Celebrating Those Who Fought for a Cause

- Summarize achievements of activists from previous lessons
- Describe facts that support author's statement that activists were extraordinary
- Word Work: *obstacles*
- Revise, edit, publish free verse poem

Formative Assessment: AP 9.1

2.SL.CC.2, 2.RI.IKI.8, 2.FL.VA.7b, 2.FL.VA.7bi, 2.W.TTP.1, 2.W.TTP.1a, 2.W.TTP.1b, 2.W.TTP.1c, 2.W.TTP.1d, 2.W.TTP.1e

5 Knowledge 12

Domain Review Day 1

WEEK THIRTY-SIX

	Day 1	Day 2	Day 3	Day 4	Day 5
W36	Skills 6				
	Knowledge 12				
W37	Skills 6				

Knowledge 12: Fighting for a Cause

1 Skills 6

Lesson 33 End-of-Year Assessment: Silent Reading Comprehension

- Read "The Young Mouse," answer questions about text
- Use notes to write first draft of report on national anthem

Formative Assessment: AP 33.4, AP 33.5

2.FL.F.5a, 2.RL.KID.1, 2.RL.RRTC.10, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c

2 Skills 6

Lesson 34 End-of-Year Assessment: Fluency

- Read "The Young Mouse," answer questions about text
- Use notes to write first draft of report, edit writing

Formative Assessment: AP 33.5

2.FL.F.5c, 2.RL.KID.1, 2.RL.RRTC.10, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c, 2.W.PDW.5

3 Skills 6

Lesson 35 End-of-Year Assessment: Word Reading in Isolation

- Read words with short, long, r-controlled vowels and tricky spellings
- Review and edit writing, complete reports on national anthem

Formative Assessment: AP 35.3

2.FL.PWR.3a, 2.FL.PWR.3c, 2.FL.PWR.3e, 2.FL.PWR.3f, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c, 2.W.PDW.5

4 Skills 6

Lesson 36 End-of-Year Assessment: Fluency and Word Reading in Isolation

- Read "The Young Mouse" answer questions about text
- Read words with short, long, r-controlled vowels, tricky spellings
- Review and edit writing, complete reports on national anthem

Formative Assessment: AP 35.3

2.FL.F.5c, 2.RL.KID.1, 2.RL.RRTC.10, 2.FL.PWR.3a, 2.FL.PWR.3c, 2.FL.PWR.3e, 2.FL.PWR.3f, 2.WTP.2, 2.WTP.2a, 2.WTP.2b, 2.WTP.2c, 2.W.PDW.5

5 Skills 6

Pausing Point Day 1

1 Knowledge 12

Domain Assessment Day 1

2 Knowledge 12

Domain Assessment Day 2

3 Knowledge 12

Culminating Activities Day 1

4 Knowledge 12

Culminating Activities Day 2

- _____
- _____
- _____
- _____
- _____

	Day 1	Day 2	Day 3	Day 4	Day 5
W37	Skills 6				

Knowledge 12: Fighting for a Cause

1 Skills 6
Pausing Point Day 2

2 Skills 6
Pausing Point Day 3

3 Skills 6
Pausing Point Day 4

4 Skills 6
Pausing Point Day 5

- _____
- _____
- _____
- _____
- _____

Additional Resources

In this section

- Spelling Word List
- Master Supply List
- Standards Alignment
- Standards Checklist
- 4-year Calendar
- Contacts
- Notes

Grade 2 Spelling Lists

Lesson numbers show the lesson in which the words are assessed.

Skills 1

Lesson 15

box
picnic
wish
bandit
think
shelf
sprang
drift
munch

Tricky Word: she

Lesson 20

hitting
running
mixing
problem
smelling
buzzing
snacking
kissing
until

Tricky Word: how

Lesson 22

sand
sang
sank
hunt
hung
hunk
thin
thing
think

Tricky Word: should

Skills 2

Lesson 5

yelled
yanked
slumped
limped
plopped
smiled
shrugged
liked
patted

Tricky Word: you

Lesson 10

smiling
racing
hoping
baking
inviting
confusing
tasting
competing
hopping

Tricky Word: were

Lesson 15

it's
that's
she's
isn't
aren't
wasn't
I'll
you'll
she'll

Tricky Word: their

Skills 3

Lesson 5

sister
letter
expert
born
sports
short
mark
started
backyard

Tricky Word: some

Lesson 10

germ
page
gray
digit
carpet
face
cell
space
center

Tricky Word: are

Lesson 15

knotted
knitting
knocked
wringing
wronged
whipped
whined
quitting
quacked

Tricky Word: all

Lesson 20

under
noise
open
brave
cute
minus
last
foe
rubber
road

Skills 4

Lesson 5

moon
yawn
spoiled
hawk
spool
oil
destroy
crawl
cartoon
causes
enjoy
vault
cowboy
coin
haunted

Lesson 10

stir
fur
nerve
car
bird
store
shirt
serve
turn
bar
girl
chore
purse
hurt

Tricky Word: all

Lesson 15

meow
below
growling
yellow
arrow
plow
snow
powder
elbow
shower
sorrow
rainbow
flowers
chow

Tricky Word: your

Lesson 20

week
she
wheat
we
zero
complete
meal
meeting
squeak
creek
fever
seal
eve
pretend

Tricky Word: people

Skills 5

Lesson 5

mommy
daddy
happy
angry
chilly
pretty
grumpy
jelly
empty
quickly
neatly
ugly
slowly
funny

Tricky Word: alphabet

Lesson 10

bright
might
high
frightened
knight
pry
why
light
nearby
trying
sky
drying
right
crying

Tricky Word: kingdom

Lesson 15

relief
movie
field
ladies
kitties
piece
shield
yield
cookies
thief
niece
grief
babies
achieve

Tricky Word: water

Lesson 20

energy
yelled
system
frying
yarn
yellow
yes
myth
cry
satisfy
yawn
sticky
lying
symbol

Tricky Word: edge

Lesson 25

question jewel
turtle cattle
label fiction
inspection schwa
bundle
angel
motion
pickle
gravel
education
shuffle

Skills 6

Lesson 5

traffic
noise
finish
night
graph
kneel
dolphin
wrinkle
photo
ripple
margin
ferret
gentle
whistle
ginger
window
jolly
western
jungle

Tricky Word: Britain

Lesson 10

perform
after
chirping
informer
barber
parcel
burden
furnace
camera
organize
turtle
difference
ramparts
safari
thirteen
birthday
marker
swirling
hamburger

Tricky Word: war

Lesson 15

caption
revenge
locomotion
nation
cottage
attention
huge
range
stations
fraction
fudge
addition
nudge
option
judge
action
large
change
direction

Tricky Word: Europe

Lesson 20

painting
navy
Madison
troops
hawks
impressment
Washington
support
paved
monarchy
president
march
merchants
Dolley
battle
Congress
death
cannon
British

Tricky Word: Ironsides

Lesson 25

rockets
fifteen
White House
poem
port
flag
dawn
commander
harbor
construct

anthem
McHenry
brave
burned
stripes
ship
stitching
ransacked
giant

Tricky Word: bomb

Lesson 30

Mississippi
general
mortar
traders
soldiers
fired
orphan
ragtag
proud
drains

knotty
streak
highways
treaty
goods
defend
river
hickory
peace

Tricky Word: New Orleans

CKLA Supply List

Grade 2 Materials

The general items list provides a list of items that are used throughout domains and units. Some of these items may already be in your classroom; others may need to be purchased or gathered.

Please refer to your Teacher Guide for more details.

- blank white paper
- cardstock or large plain index cards
- chart paper
- clipboard
- drawing tools for each student (pencils, crayons, colored pencils, etc.)
- glue or glue sticks (one per student)
- index cards – white and yellow (unruled 4" x 6" or 5" x 7")
- masking tape
- monthly calendar
- primary ruled writing paper for students
- ruler
- scissors (one pair per student)
- standard pocket chart
- sticky notes
- stopwatch
- thin-tipped green, red, and blue markers (one per student)
- transparent tape
- U.S. map
- world map and/or globe
- yardstick

CKLA Supply List

Grade 2 Materials

Below is a list of specific materials beyond common classroom materials that can be used in each unit or domain. Some materials are listed as optional because they are a part of Universal Access, a Pausing Point, or a Culminating Activity. **Please refer to your Teacher Guide for details.**

Materials	Knowledge												Skills						
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	
<input type="checkbox"/> aquarium with a tight-fitting cover						O													
<input type="checkbox"/> bag of objects for students to feel		O																	
<input type="checkbox"/> beginning dictionaries																		✓	
<input type="checkbox"/> blocks, small figures			O																
<input type="checkbox"/> blue sticker dots							✓												
<input type="checkbox"/> blue, gray, or green markers or crayons									✓										
<input type="checkbox"/> blue, red, yellow, and brown drawing utensils		✓																	
<input type="checkbox"/> book with printed words and binding		✓																	
<input type="checkbox"/> books with familiar fairy tales	✓																		
<input type="checkbox"/> box for mailbox											✓								
<input type="checkbox"/> branches						O													
<input type="checkbox"/> branches with rough and smooth bark						O													
<input type="checkbox"/> brown, green, and yellow paper for Spelling Trees																✓	✓	✓	✓
<input type="checkbox"/> calendar							O												
<input type="checkbox"/> camera						O													
<input type="checkbox"/> cardstock or large, plain index cards																		O	
<input type="checkbox"/> caterpillars (at least one)						O													
<input type="checkbox"/> clear cup						✓													
<input type="checkbox"/> clear jar or bowl						✓													
<input type="checkbox"/> clear plastic bottle, dry erase marker pen										O									

O = optional ✓ = needed for unit/domain

Materials	Knowledge												Skills					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<input type="checkbox"/> clear plastic tubs or cartons						O												
<input type="checkbox"/> clock		O																
<input type="checkbox"/> construction paper		O																
<input type="checkbox"/> container																		✓
<input type="checkbox"/> container with six cups of liquid										✓								
<input type="checkbox"/> copy of the poem “Buffalo Dusk” by Carl Sandburg							O											
<input type="checkbox"/> cork		O																
<input type="checkbox"/> costumes and props appropriate to gods and goddesses			✓															
<input type="checkbox"/> costumes or props			O															
<input type="checkbox"/> depictions of Hercules in current cultural references				O														
<input type="checkbox"/> dollar bill			O															
<input type="checkbox"/> domain-related trade book		O	O	O	O	O	O		O	✓	O	✓						
<input type="checkbox"/> dried lima beans						O												
<input type="checkbox"/> envelopes											✓							
<input type="checkbox"/> examples of delicate objects					O													
<input type="checkbox"/> examples of English and Chinese calligraphy		O																
<input type="checkbox"/> examples of nonfiction books, including one about cats																		✓
<input type="checkbox"/> examples of portraits					O													
<input type="checkbox"/> examples of U.S./Great Britain trade items of time period					O													
<input type="checkbox"/> flashlight						✓												
<input type="checkbox"/> flying disc			O															
<input type="checkbox"/> fresh leaves						O												
<input type="checkbox"/> glass jar with a metal lid						O												
<input type="checkbox"/> globe						✓												

O = optional ✓ = needed for unit/domain

Materials	Knowledge												Skills					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<input type="checkbox"/> golf balls – two								○										
<input type="checkbox"/> grade-appropriate reference materials, such as beginning dictionaries, books with glossaries, and/or indices																		✓
<input type="checkbox"/> green sticker dots							✓											
<input type="checkbox"/> hammer						○												
<input type="checkbox"/> historical images of U.S. cities											○							
<input type="checkbox"/> hole punch					○													
<input type="checkbox"/> image of a jackal		○																
<input type="checkbox"/> image of an elephant		○																
<input type="checkbox"/> image or example of tapestry				○														
<input type="checkbox"/> image or video of a blacksmith working in a forge			○															
<input type="checkbox"/> image or video of a recent marathon			○															
<input type="checkbox"/> image or video of the Statue of Liberty, New York Harbor, and Ellis Island											○							
<input type="checkbox"/> images of action words (verbs), synonyms, antonyms, and plural nouns														○	○			
<input type="checkbox"/> images of animals that practice mimicry								○										
<input type="checkbox"/> images of current U.S. president, the White House, and Founding Fathers George Washington and Thomas Jefferson											○							
<input type="checkbox"/> images of Greek sculptures			○															
<input type="checkbox"/> images of habitats								○										
<input type="checkbox"/> images of historical Chinatown in San Francisco											○							
<input type="checkbox"/> images of historical homesteads in the Midwest											○							
<input type="checkbox"/> images of local insects								○										
<input type="checkbox"/> images of writing characters from different languages											○							
<input type="checkbox"/> images or videos of the Olympics			○															
<input type="checkbox"/> images to support ideas and vocabulary in Student Readers													○	○	○	○	○	○
<input type="checkbox"/> images to support words with the sound/spellings in the unit														○	○	○	○	○

○ = optional ✓ = needed for unit/domain

Materials	Knowledge												Skills					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<input type="checkbox"/> index cards	✓	✓	✓		✓		✓					✓						
<input type="checkbox"/> index cards: white and yellow												✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/> individual white boards		○																
<input type="checkbox"/> insects, insect homes, food								○										
<input type="checkbox"/> items for "Pandora's Box"				✓														
<input type="checkbox"/> items made from cotton									○									
<input type="checkbox"/> items of photographs representing local economy									✓									
<input type="checkbox"/> journals or notebooks													○					
<input type="checkbox"/> large pieces of construction paper											✓							
<input type="checkbox"/> letter stamps and stamp pads		✓																
<input type="checkbox"/> long, narrow pieces of paper		○																
<input type="checkbox"/> magazines															✓			
<input type="checkbox"/> magnifying glasses										✓								
<input type="checkbox"/> materials to make simple puppets	○																	
<input type="checkbox"/> mosaic or image of a mosaic											○							
<input type="checkbox"/> multiple books about different types of insects								✓										
<input type="checkbox"/> nail						○												
<input type="checkbox"/> objects made of silk		○																
<input type="checkbox"/> olive branch			○															
<input type="checkbox"/> olive oil			○															
<input type="checkbox"/> olives			○															
<input type="checkbox"/> packaged food labels										○								
<input type="checkbox"/> pancakes, syrup	○																	
<input type="checkbox"/> paper clips																	✓	✓

○ = optional ✓ = needed for unit/domain

Materials	Knowledge												Skills					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<input type="checkbox"/> paper fasteners		O																
<input type="checkbox"/> patterned fabric swatches										✓								
<input type="checkbox"/> penny, five dollar bill									✓									
<input type="checkbox"/> pint-size milk cartons; white, brown, and black construction paper; markers and/or paint; glue and/or tape; modeling clay							O											
<input type="checkbox"/> plastic sealable bag						✓												
<input type="checkbox"/> plastic soda bottles (2), water, tape	O																	
<input type="checkbox"/> poster board					O													
<input type="checkbox"/> puppets, dolls, or stuffed animals		O																
<input type="checkbox"/> purple sticker dots							✓											
<input type="checkbox"/> raw egg						✓												
<input type="checkbox"/> recording device											✓							
<input type="checkbox"/> recording of "The Battle of New Orleans"					✓													
<input type="checkbox"/> recording of the song "Follow the Drinking Gourd"									✓									
<input type="checkbox"/> recording of the song "I've Been Working on the Railroad"							O											
<input type="checkbox"/> recording of the song "The Erie Canal"							O											
<input type="checkbox"/> recording of, or music for, "The Star-Spangled Banner"					✓						✓							
<input type="checkbox"/> recordings of insect sounds and music related to insects								O										
<input type="checkbox"/> red envelopes, fake money, red streamers		O																
<input type="checkbox"/> red sticker dots							✓											
<input type="checkbox"/> red, yellow, and green writing tools			✓															
<input type="checkbox"/> resealable plastic bags										✓								
<input type="checkbox"/> ribbon					O													
<input type="checkbox"/> rocks						O												
<input type="checkbox"/> rulers or pointers													✓					

O = optional ✓ = needed for unit/domain

Materials	Knowledge												Skills					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<input type="checkbox"/> sample advertisements					✓													
<input type="checkbox"/> samples of different kinds of grain		○																
<input type="checkbox"/> samples of food not originally from the U.S.											○							
<input type="checkbox"/> sentence strips																	✓	✓
<input type="checkbox"/> sentence strips or index cards													✓					
<input type="checkbox"/> silk, honey, beeswax candle, foods from plants pollinated by bees								○										
<input type="checkbox"/> small containers						○												
<input type="checkbox"/> small plastic knife						○												
<input type="checkbox"/> soil, sand, and clay; clear container; water		○																
<input type="checkbox"/> sticky notes									✓			✓						
<input type="checkbox"/> stiff comb								○										
<input type="checkbox"/> stopwatch or clock														✓				✓
<input type="checkbox"/> tadpoles						○												
<input type="checkbox"/> thin-tipped green, blue, and red markers for each students													✓	✓	✓	✓	✓	✓
<input type="checkbox"/> time-lapse video of butterfly metamorphosis						○												
<input type="checkbox"/> topographical map of Greece			○															
<input type="checkbox"/> trade book "This Land is Your Land" by Woody Guthrie and Kathy Jakobsen, recording of the song												○						
<input type="checkbox"/> tubs of small cubes in four different colors										✓								
<input type="checkbox"/> two clear containers, different shapes						✓												
<input type="checkbox"/> U.S. map	✓				✓		✓		✓		✓	✓	✓					
<input type="checkbox"/> Utah state quarter							○											
<input type="checkbox"/> variety of fresh and/or dried foods and spices (e.g., sunflower seeds, pomegranates, pumpkin seeds)						○												
<input type="checkbox"/> various foods from Greece			✓															
<input type="checkbox"/> various seeds (such as pine cones, acorns, fruit seeds, etc.)						✓												

○ = optional ✓ = needed for unit/domain

Materials	Knowledge												Skills					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
<input type="checkbox"/> video of chick hatching from an egg						O												
<input type="checkbox"/> video of U.S. naturalization ceremony											O							
<input type="checkbox"/> world map or globe	✓	✓	✓	✓	✓				✓	✓	✓	✓						
<input type="checkbox"/> yellow sticker dots							✓											

O = optional ✓ = needed for unit/domain

Tennessee English Language Arts Standards

FOUNDATIONAL LITERACY STANDARDS

Print Concepts

Standard 1
Cornerstone: Demonstrate understanding of the organization and basic features of print.

(Does not apply to grade 2) [2.FL.PC.1]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Phonological Awareness

Standard 2
Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

(Does not apply to grade 2) [2.FL.PA.2]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Phonics and Word Recognition

Standard 3
Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. [2.FL.PWR.3]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Distinguish long and short vowels when reading regularly spelled one-syllable words. [2.FL.PWR.3a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Know spelling-sound correspondences for additional common vowel teams. [2.FL.PWR.3b]

Skills	1	2	3	4	5	6								
--------	---	---	---	---	---	---	--	--	--	--	--	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--	--

Decode regularly spelled two-syllable words with long vowels. [2.FL.PWR.3c]

Skills	1	2	3	4	5	6								
--------	---	---	---	---	---	---	--	--	--	--	--	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--	--

Decode words with common prefixes and suffixes. [2.FL.PWR.3d]

Skills	1	2	3	4	5	6								
--------	---	---	---	---	---	---	--	--	--	--	--	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--	--

Identify words with inconsistent but common spelling-sound correspondences. [2.FL.PWR.3e]

Skills	1	2	3	4	5	6								
--------	---	---	---	---	---	---	--	--	--	--	--	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--	--

Recognize and read grade-appropriate irregularly spelled words. [2.FL.PWR.3f]

Skills	1	2	3	4	5	6								
--------	---	---	---	---	---	---	--	--	--	--	--	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--	--

Decode grade-level texts with purpose and understanding. [2.FL.PWR.3g]

Skills	1	2	3	4	5	6								
--------	---	---	---	---	---	---	--	--	--	--	--	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--	--

Word Composition

Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. [2.FL.WC.4]

Skills	1	2	3	4	5	6								
--------	---	---	---	---	---	---	--	--	--	--	--	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--	--

Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-*r* combinations, contractions, homophones, plurals, and possessives. **[2.FL.WC.4a]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. **[2.FL.WC.4b]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Spell words with suffixes that require consonant doubling, dropping silent -e, and changing *y* to *i*. **[2.FL.WC.4c]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Write most common, frequently used words and most irregular words. **[2.FL.WC.4d]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Consult reference materials, including beginning dictionaries, to check and correct spelling. **[2.FL.WC.4e]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Print legibly in manuscript; write many upper and lowercase letters in cursive. **[2.FL.WC.4f]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Fluency

Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

Read with sufficient accuracy and fluency to support comprehension. **[2.FL.F.5]**

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Read grade-level text with purpose and understanding. [2.FL.F.5a]

Skills	1	2	3	4	5	6									
--------	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--	--	--

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [2.FL.F.5b]

Skills	1	2	3	4	5	6									
--------	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
-----------	---	---	---	---	---	---	---	---	---	----	----	----	--	--	--

Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [2.FL.F.5c]

Skills	1	2	3	4	5	6									
--------	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
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Sentence Composition

Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. [2.FL.SC.6]

Skills	1	2	3	4	5	6									
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
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Use collective nouns. [2.FL.SC.6a]

Skills	1	2	3	4	5	6									
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
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Form and use frequently occurring irregular plural nouns. [2.FL.SC.6b]

Skills	1	2	3	4	5	6									
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
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Use reflexive pronouns, such as *myself* and *ourselves*. [2.FL.SC.6c]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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Form and use the past tense of frequently occurring irregular verbs. [2.FL.SC.6d]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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Use adjectives and adverbs correctly. [2.FL.SC.6e]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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Produce, expand, and rearrange simple and compound sentences. [2.FL.SC.6f]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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Use common coordinating conjunctions. [2.FL.SC.6g]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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Capitalize holidays, product names, and geographic names. [2.FL.SC.6h]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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Use commas in the greeting and closing of a letter. [2.FL.SC.6i]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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Use an apostrophe to form contractions and frequently occurring possessives. [2.FL.SC.6j]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic. [2.FL.SC.6k]

Skills	1	2	3	4	5	6								
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
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Vocabulary Acquisition

Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. [2.FL.VA.7a]

Skills	1	2	3	4	5	6													
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
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Use sentence-level context as a clue to the meaning of a word or phrase. [2.FL.VA.7ai]

Skills	1	2	3	4	5	6													
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
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Determine the meaning of the new word formed when a known affix is added to a known word. [2.FL.VA.7aii]

Skills	1	2	3	4	5	6													
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
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Use a known root word as a clue to the meaning of an unknown word with the same root. [2.FL.VA.7aiii]

Skills	1	2	3	4	5	6													
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
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Use knowledge of the meaning of individual words to predict the meaning of compound words. [2.FL.VA.7aiv]

Skills	1	2	3	4	5	6													
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
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Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [2.FL.VA.7av]

Skills	1	2	3	4	5	6													
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
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Demonstrate understanding of word relationships and nuances in word meanings. [2.FL.VA.7b]

Skills	1	2	3	4	5	6													
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
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Identify real-life connections between words and their use. [2.FL.VA.7bi]

Skills	1	2	3	4	5	6													
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12							
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Distinguish shades of meaning among closely related words. [2.FL.VA.7bii]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. [2.FL.VA.7c]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

READING STANDARDS

Literature

Key Ideas and Details

Standard 1

Cornerstone: 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.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [2.RL.KID.1]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Standard 2

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [2.RL.KID.2]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Standard 3

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Describe how characters in a story respond to major events and challenges. [2.RL.KID.3]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Craft and Structure

Standard 4

Cornerstone: 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.

Describe how words and phrases supply meaning in a story, poem, or song. [2.RL.CS.4]

Skills

1

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5

6

Knowledge

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Standard 5

Cornerstone: 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.

Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. [2.RL.CS.5]

Skills

1

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3

4

5

6

Knowledge

1

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Standard 6

Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

Determine when characters have different points of view. [2.RL.CS.6]

Skills

1

2

3

4

5

6

Knowledge

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6

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Integration of Knowledge and Ideas

Standard 7

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [2.RL.IKI.7]

Skills

1

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4

5

6

Knowledge

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Standard 8

Cornerstone: 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.

Standard #8 is not applicable to literature. [2.RL.IKI.8]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Standard 9

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Compare and contrast two or more versions of the same story by different authors or different cultures. [2.RL.IKI.9]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Range of Reading and Level of Text Complexity

Standard 10

Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

Read and comprehend stories and poems throughout the grades 2–3 text complexity band proficiently, with scaffolding at the high end as needed. [2.RL.RRTC.10]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Informational Text

Key Ideas and Details

Standard 1

Cornerstone: 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.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [2.RI.KID.1]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Standard 2

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. [2.RI.KID.2]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Standard 3

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Describe the connection between a series of historical events, scientific ideas, or steps in a process in a text. [2.RI.KID.3]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Craft and Structure

Standard 4

Cornerstone: 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.

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [2.RI.CS.4]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Standard 5

Cornerstone: 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.

Know and use various text features to locate key facts or information in a text efficiently. [2.RI.CS.5]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Standard 6

Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [2.RI.CS.6]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Integration of Knowledge and Ideas

Standard 7

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Identify and explain how illustrations and words contribute to and clarify a text. **[2.RI.IKI.7]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Standard 8

Cornerstone: 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.

Describe how reasons support specific points the author makes in a text. **[2.RI.IKI.8]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Standard 9

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Compare and contrast the most important points presented by two texts on the same topic. **[2.RI.IKI.9]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Range of Reading and Level of Text Complexity

Standard 10

Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed. **[2.RI.RRTC.10]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Standard 1

Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.

Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts. **[2.SL.CC.1]**

Skills	1	2	3	4	5	6									
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
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Standard 2

Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **[2.SL.CC.2]**

Skills	1	2	3	4	5	6									
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
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Standard 3

Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood. **[2.SL.CC.3]**

Skills	1	2	3	4	5	6									
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
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Presentation of Knowledge and Ideas

Standard 4

Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **[2.SL.PKI.4]**

Skills	1	2	3	4	5	6									
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Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
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Standard 5

Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings. **[2.SL.PKI.5]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Standard 6

Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **[2.SL.PKI.6]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

WRITING STANDARDS

Text Types and Protocol

Standard 1

Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write opinion pieces on topics or texts. **[2.W.TTP.1]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Introduce topic or text. **[2.W.TTP.1a]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

State an opinion. **[2.W.TTP.1b]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Supply reasons to support the opinion. **[2.W.TTP.1c]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Use linking words to connect the reasons to the opinion. [2.W.TTP.1d]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Provide a concluding statement or section. [2.W.TTP.1e]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Standard 2

Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write informative/explanatory texts. [2.W.TP.2]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Introduce a topic. [2.W.TP.2a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Use facts and definitions to provide information. [2.W.TP.2b]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Provide a concluding statement or section. [2.W.TP.2c]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Standard 3

Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Write narratives recounting an event or short sequence of events. [2.W.TTP.3]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Include details to describe actions, thoughts, and feelings. [2.W.TTP.3a]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Use time order words to signal event order. [2.W.TTP.3b]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Provide a sense of closure. [2.W.TTP.3c]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Production and Distribution of Writing

Standard 4

Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [2.W.PDW.4]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Standard 5

Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing. [2.W.PDW.5]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Standard 6

Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing. [2.W.PDW.6]

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Research to Build and Present Knowledge

Standard 7

Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report. [2.W.RBPK.7]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Standard 8

Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

Recall information from experiences or gather information from provided sources to answer a question. [2.W.RBPK.8]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Standard 9

Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

(Begins in grade 3) [2.W.RBPK.9]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Range of Writing

Standard 10

Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [2.W.RW.10]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Tennessee State Standards

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Foundational Literature Standards				
Print Concepts				
2.FL.PC.1 (Does not apply to grade 2)				
Phonological Awareness				
2.FL.PA.2 (Does not apply to grade 2)				
Phonics and Word Recognition				
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
2.FL.PWR.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.				
2.FL.PWR.3b Know spelling-sound correspondences for additional common vowel teams.				
2.FL.PWR.3c Decode regularly spelled two-syllable words with long vowels.				
2.FL.PWR.3d Decode words with common prefixes and suffixes.				
2.FL.PWR.3e Identify words with inconsistent but common spelling-sound correspondences.				
2.FL.PWR.3f Recognize and read grade-appropriate irregularly spelled words.				
2.FL.PWR.3g Decode grade-level texts with purpose and understanding.				
Word Composition				
2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
2.FL.WC.4a Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.				
2.FL.WC.4b Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.				
2.FL.WC.4c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.				
2.FL.WC.4d Write most common, frequently used words and most irregular words.				
2.FL.WC.4e Consult reference materials, including beginning dictionaries, to check and correct spelling.				
2.FL.WC.4f Print legibly in manuscript; write many upper and lowercase letters in cursive.				
Fluency				
2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.				

Standard		Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
2.FL.F.5a	Read grade-level text with purpose and understanding.				
2.FL.F.5b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.				
2.FL.F.5c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.				
Sentence Composition					
2.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.				
2.FL.SC.6a	Use collective nouns.				
2.FL.SC.6b	Form and use frequently occurring irregular plural nouns.				
2.FL.SC.6c	Use reflexive pronouns, such as <i>myself</i> and <i>ourselves</i> .				
2.FL.SC.6d	Form and use the past tense of frequently occurring irregular verbs.				
2.FL.SC.6e	Use adjectives and adverbs correctly.				
2.FL.SC.6f	Produce, expand, and rearrange simple and compound sentences.				
2.FL.SC.6g	Use common coordinating conjunctions.				
2.FL.SC.6h	Capitalize holidays, product names, and geographic names.				
2.FL.SC.6i	Use commas in the greeting and closing of a letter.				
2.FL.SC.6j	Use an apostrophe to form contractions and frequently occurring possessives.				
2.FL.SC.6k	With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.				
Vocabulary Acquisition					
2.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.				
2.FL.VA.7ai	Use sentence-level context as a clue to the meaning of a word or phrase.				
2.FL.VA.7aii	Determine the meaning of the new word formed when a known affix is added to a known word.				
2.FL.VA.7aiii	Use a known root word as a clue to the meaning of an unknown word with the same root.				
2.FL.VA.7aiv	Use knowledge of the meaning of individual words to predict the meaning of compound words.				
2.FL.VA.7av	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.				
2.FL.VA.7b	Demonstrate understanding of word relationships and nuances in word meanings.				

Standard		Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
2.FL.VA.7bi	Identify real-life connections between words and their use.				
2.FL.VA.7bii	Distinguish shades of meaning among closely related words.				
2.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.				
Reading Standards					
Literature					
Key Ideas and Details					
2.RL.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				
2.RL.KID.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.				
2.RL.KID.3	Describe how characters in a story respond to major events and challenges.				
Craft and Structure					
2.RL.CS.4	Describe how words and phrases supply meaning in a story, poem, or song.				
2.RL.CS.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.				
2.RL.CS.6	Determine when characters have different points of view.				
Integration of Knowledge and Ideas					
2.RL.IKI.7	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.				
2.RL.IKI.8	Standard #8 is not applicable to literature.				
2.RL.IKI.9	Compare and contrast two or more versions of the same story by different authors or different cultures.				
Range of Reading and Level of Text Complexity					
2.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 2–3 text complexity band proficiently, with scaffolding at the high end as needed.				
Informational Text					
Key Ideas and Details					
2.RI.KID.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				
2.RI.KID.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.				
2.RI.KID.3	Describe the connection between a series of historical events, scientific ideas, or steps in a process in a text.				

Standard		Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Craft and Structure					
2.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.				
2.RI.CS.5	Know and use various text features to locate key facts or information in a text efficiently.				
2.RI.CS.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.				
Integration of Knowledge and Ideas					
2.RI.IKI.7	Identify and explain how illustrations and words contribute to and clarify a text.				
2.RI.IKI.8	Describe how reasons support specific points the author makes in a text.				
2.RI.IKI.9	Compare and contrast the most important points presented by two texts on the same topic.				
Range of Reading and Level of Text Complexity					
2.RI.RRTC.10	Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.				
Speaking and Listening Standards					
Comprehension and Collaboration					
2.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.				
2.SL.CC.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.				
2.SL.CC.3	Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.				
Presentation of Knowledge and Ideas					
2.SL.PKI.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				
2.SL.PKI.5	Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.				
2.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.				
Writing Standards					
Text Types and Protocol					
2.W.TTP.1	Write opinion pieces on topics or texts.				
2.W.TTP.1a	Introduce topic or text.				
2.W.TTP.1b	State an opinion.				
2.W.TTP.1c	Supply reasons to support the opinion.				
2.W.TTP.1d	Use linking words to connect the reasons to the opinion.				

Standard		Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
2.W.TTP.1e	Provide a concluding statement or section.				
2.W.TP.2	Write informative/explanatory texts.				
2.W.TP.2a	Introduce a topic.				
2.W.TP.2b	Use facts and definitions to provide information.				
2.W.TP.2c	Provide a concluding statement or section.				
2.W.TTP.3	Write narratives recounting an event or short sequence of events.				
2.W.TTP.3a	Include details to describe actions, thoughts, and feelings.				
2.W.TTP.3b	Use time order words to signal event order.				
2.W.TTP.3c	Provide a sense of closure.				
Production and Distribution of Writing					
2.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
2.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.				
2.W.PDW.6	With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.				
Research to Build and Present Knowledge					
2.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.				
2.W.RBPK.8	Recall information from experiences or gather information from provided sources to answer a question.				
2.W.RBPK.9	(Begins in grade 3)				
Range of Writing					
2.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency.				

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