

BCS Literacy Vision

Unit 1**Genre Study 1:****Essential Question: How are families around the world the same and different?****Text Sets:**

Read Aloud: Dinner at Alejandro's

Shared Read: Maria Celebrates Brazil

Anchor Text: Big Red Lollipop, A Look at Families

Genre Study 2:**Essential Question: How do friends depend on each other?****Text Sets:**

Read Aloud: The New Kid

Shared Read: Little Flap Learns to Fly

Anchor Text: Help! A Story of Friendship, The Enormous Turnip

Genre Study 3:**Essential Question: What happens when families work together?****Text Sets:**

Read Aloud: Families Today

Shared Read: Families Work!

Anchor Text: Families Working Together, Why We Work

Weeks 1-2



Unit 1 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How are families around the world the same and different?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Understand author's use of character, setting, and events Visualize scenes in a realistic fiction story Demonstrate understanding of author's use of illustrations ✓ Identify the beginning, middle and end of a story	Oral Vocabulary Acquisition: colorful confusing noticed overflowing tasty Vocabulary Acquisition: Acquire and use academic vocabulary aside culture fair invited language please scurries share Vocabulary Strategy: ✓ Use context to determine meaning Grammar: ✓ Understand and use statements and questions ✓ Understand and use commands and exclamations
Text(s): Teach and Model Interactive Read Aloud: Dinner at Alejandro's Shared Read: Maria Celebrates Brazil	Writing ✓ Writing process: Plan and draft a realistic fiction story ✓ Analytical writing: Write responses that demonstrate understanding	Speaking and Listening Engage in collaborative discussions Retell "Dinner at Alejandro's" Present information about foods from different countries
Practice and Apply Anchor Text: Big Red Lollipop, A Look at Families Leveled Readers A: Music in My Family O: Happy New Year! ELL: Happy New Year! B: I'm Down Under Genre Passages A: Making Music O: New Year's Eve ELL: New Year's Eve B: Perfect Pavlova Optional Classroom Library Trade Books Papa and Me, Dear Juno	Foundational Skills Word Work: Phonemic Awareness: Phoneme Blending, categorization, segmentation, isolation ✓ Phonics: short a, ; Short e, o, u Structural Analysis: Use plural nouns with -s, -es Use High Frequency Words Handwriting: Manuscript Review; Letter Spacing Spelling Words: Week 1: has, wag, bad, six, will, sat, had, fix, him, if, can, hit, why, for, help Week 2: went, tell, pet, job, fog, not, tug, hut, tub, bun, fix, has, one, or, see Fluency: Read with Intonation, Expression	Research and Inquiry Use keywords to search the internet Make a poster about foods of different countries

Weekly Standards

2.FL.F.5.a Read grade-level text with purpose and understanding. **[3 lessons]**

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

2.FL.PWR.3.d Decode words with common prefixes and suffixes. **[6 lessons]**

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. **[9 lessons]**

2.FL.PWR.3.g Decode grade-level texts with purpose and understanding. **[1 lesson]**

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. **[6 lessons]**

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. **[4 lessons]**

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. **[2 lessons]**

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

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

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. **[1 lesson]**

2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. **[18 lessons]**

2.RL.CS.6 Determine when characters have different points of view. **[1 lesson]**

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. **[28 lessons]**

2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **[1 lesson]**

2.RL.KID.3 Describe how characters in a story respond to major events and challenges. **[16 lessons]**

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **[7 lessons]**

2.W.RBPK.7 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. **[1 lesson]**

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. **[1 lesson]**

Monday	Day 1	Instructional Plan
Student Learning Targets: 2.RL.KID.2, 2.RL.KID.3, 2.RL.IKI.7, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.PWR.3.g, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.WC.4.f, 2.FL.F.5.a, 2.FL.VA.7a.i, 2.FL.SC.6, 2.SL.CC.2		
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T24-25 ○ Discuss essential question: How are families around the world the same and different? ○ Share with a partner some holidays that your family celebrates. How are these the same as or different from Holi? ○ <i>Reading/Writing Companion</i> p. vi-1 Work as a class to complete the graphic organizer.	
Listening Comprehension Oral Vocabulary Interactive Read Aloud	Students will: T26-27 ○ Learn Oral Vocabulary Words through define/example/ask routine. ○ Identify components of a realistic fiction.	
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T78-83 ○ Connect the letter <i>a</i> to the sound /a/. ○ Connect the letter <i>i</i> to the sound /i/. ○ Blend and read words that have short /a/ and /i/. ○ Read sentences with short /a/ and /i/ sounds. ○ Identify HFWs in text. ○ Decodable Reader: <i>Pat and Tim</i>, read and check for comprehension. ○ Read <i>Pat and Tim</i> to a partner focusing on fluency. ○ Review manuscript alphabet	
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T28-33 ○ <i>Reading/Writing companion</i> p. 2-3 Take notes, interesting words and key details in Maria Celebrates Brazil. ○ Answers Character, Setting, Events questions p. 3, 5, 6. ○ Answer Visualize questions p. 4, 7 ○ Find text evidence for Beginning, Middle, End.	
Vocabulary Reading / Writing Companion	Students will: T34-35 ○ <i>Reading/Writing Companion</i> p. 8-9 Work with a partner to complete work on vocabulary. ○ Using text evidence, find inflectional endings.	
Grammar Practice Book	Students will: T64 ○ Practice Book p. 11 Identify statements.	
Spelling Practice Book	Students will: T68 ○ Take the spelling pretest Practice Book p. 7.	

Tuesday	Day 2 Instructional Plan
Student Learning Target: 2.RL.KID.3, 2.RL.CS.5, 2.RL.CS.6, 2.RL.IKI.7, 2.W.RW.10, 2.W.RBPK.7, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.SC.6, 2.FL.VA.7a.i	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T36-43 ○ <i>Reading/Writing Companion</i> Text <i>Maria Celebrates Brazil</i>. Visualize p. 10 ○ Identify literary elements (beginning, middle, end) in <i>Maria Celebrates Brazil</i>. ○ Review character, setting, events and identify text evidence by using a graphic organizer. <i>Reading/Writing Companion</i> p. 12-13. ○ Express how the author crafts the story to help you understand the use of Portuguese words in the story, explain how author uses dialogue to show the way each character feels, explain why the author describes Maria's thoughts, express why the author uses an illustration to support details about the setting.
Word Work Phonics Structural Analysis	Students will: T84-89 ○ Using Word-Building Cards to blend the sounds to say short /a/ and /i/ words. ○ Using Sound-Spelling Cards, build short /a/ and /i/ words. ○ Write plural nouns with -s and -es.
Respond to Reading Reading / Writing Companion	Students will: T44-45 ○ <i>Reading/Writing Companion</i> p. 14 Respond to prompt How does the author show that family members work together to make good decisions?
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T48-49 ○ <i>Reading/Writing Companion</i> p. 15 Identify key words to use in an Internet search. ○ Work with a partner to create a poster that shows how foods are the same and different around the world.
Grammar Practice Book	Students will: T64 ○ Write statements about your family. ○ Identify questions.

Wednesday	Day 3 Instructional Plan
Student Learning Target: 2.RL.KID.3, 2.RL.IKI.7, 2.FL.PWR.3.a, 2.FL.VA.7a.i, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.F.5.a, 2.FL.SC.6, 2.FL.VA.7a.iii	
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T90-97 ○ Segment words into phonemes ○ Connect the letter a to the short /a/ sound. ○ Connect the letter i to the short /i/ sound. ○ Identify HFWs in text. ○ Read Decodable Reader <i>Pals Help Pals</i> fluently to help with comprehension.

Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T49A-K ○ (after teacher tells them they will read a story about sisters who have a problem), predict how the story will help answer the essential question. ○ Use a graphic organizer to keep track of the characters, settings and events. ○ Visualize details from the text and illustrations. ○ Identify the character, setting and events. ○ Identify the author's purpose and craft.	
Grammar/Mechanics Practice Book	Students will: T65 ○ Use capitalization and punctuation correctly when writing sentences. Practice Book p. 14	
Expand Vocabulary Practice Book	Students will: T73 ○ Orally complete sentence stems to review words.	
Thursday	Day 4	Instructional Plan
Student Learning Target: 2.RL.KID.3, 2.RL.IKI.7, 2.FL.SC.6, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.VA.7a.i, 2.FL.VA.7a.iii		
Word Work Phonics	Students will: T98-101 ○ Blend and build words with short <i>a</i> and short <i>i</i>.	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T49A-L ○ Build vocabulary ○ Make inferences ○ Identify author's purpose. ○ Meet the author to determine why she wrote this story. ○ Find examples of dialogue in the story. ○ Analyze the text for a deeper understanding. ○ Write about the text using text evidence - <i>Reading/Writing Companion</i>	
Friday	Day 5	Instructional Plan
Student Learning Target: 2.RL.KID.3, 2.RL.CS.5, 2.RL.IKI.7, 2.FL.SC.6, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.VA.7a.i, 2.FL.VA.7a.iii		
Word Work Phonics	Students will: T102-103 ○ Blend and build words with short <i>a</i> and short <i>i</i>.	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T49A-K ○ Reread <i>Big Red Lollipop</i>. ○ Use illustrations and punctuation to identify the author's craft. ○ Use details in the text to confirm their predictions.	

Writing Process: Expert Model Reading / Writing Companion	Students will: T56-57 Identify features of realistic fiction <i>Reading/Writing Companion</i> p. 26
Spelling Practice Book	Students will: T68 Take the spelling posttest.

Monday	Day 6	Instructional Plan
Student Learning Targets: 2.RL.KID.3 , 2.RL.IKI.7, 2.W.PDW.4, 2.W.PDW.5, 2.W.RBPK.8, 2.W.RW.10, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.WC.4.f, 2.FL.F.5.a, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.SC.6		
Word Work Phonological Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T104-111 - Listen to words that rhyme and say one more word that rhymes with them. - Connect letters e, o, u to their short vowels sounds. - Blend and read words with short e, o & u sounds. - Identify HFWs in text. - Decodable Reader: <i>Len and Gus</i>, read and check for comprehension. - Read <i>Len and Gus</i> to a partner focusing on fluency. - Practice letter and word spacing.	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T49A-K - Reread <i>Big Red Lollipop</i>. - Identify the author's purpose. - Use dialogue to identify the author's craft.	
Respond to the Text Reading / Writing Companion	Students will: T50-51 <i>Reading/Writing Companion</i> p. 19 Respond to prompt How does Rubina's relationship with her sister Sana change from the beginning of the story to the end?	
Writing Process: Plan Reading / Writing Companion	Students will: T58-59 - Brainstorm ideas for writing a realistic fiction story about a family. - Complete sentences to begin writing realistic fiction.	
Grammar Practice Book	Students will: T66 Practice Book p. 28 Identify commands and exclamations	
Spelling Practice Book	Students will: T70 Write the spelling word as the teacher reads the dictation sentence. Practice Book p. 24	
Tuesday	Day 7	Instructional Plan
Student Learning Targets: 2.RI.KID.1 , 2.RL.IKI.7, 2.W.PDW.4, 2.W.RW.10, 2.FL.SC.6, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.VA.7a.i		

Word Work Phonics Structural Analysis	Students will: T112-117 - Blend and build words with short e, o, & u. - Write verbs with -s and -es
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T51A-D - Thinking about the essential question, compare how <i>Big Red Lollipop</i> and "A Look at Families" are similar and different. - Use visualize strategy.
Writing Process: Plan Reading / Writing Companion	Students will: T60-61 Create a sequence chart for writing realistic fiction <i>Reading/Writing Companion</i> p. 29
Grammar Practice Book	Students will: T66 Identify commands and exclamations.
Expand Vocabulary Practice Book	Students will: T72 Use context clues to figure out the meaning of unfamiliar words.

Wednesday	Day 8	Instructional Plan
Student Learning Targets: 2.RI.KID.1, 2.RL.IKI.7, 2.W.PDW.4, 2.W.RW.10, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.F.5.a, 2.FL.SC.6, 2.FL.VA.7a.i		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T118-125 - Use Response Boards to blend words. - Use Word-Building cards with a partner to identify short vowel sounds in medial position. - Identify HFWs in text. - Decodable Reader: <i>Buses, Vans, Jets</i> read and check for comprehension	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T51A-D - Reread "A Look at Families" - Identify key details and author's purpose. - Use captions to better understand the story.	
Author's Craft Reading / Writing Companion	Students will: T52-53 Work with a partner to practice using captions to better understand a story.	
Writing Process: Draft Reading / Writing Companion	Students will: T62 Use details to describe the characters, setting and events when writing a draft of a realistic fiction story.	
Grammar Practice Book	Students will: T67 Write commands and exclamations correctly.	

Thursday	Day 9	Instructional Plan
Student Learning Targets: 2.RI.CS.5, 2.W.PDW.4, 2.W.RBPK.8, 2.W.RW.10, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.SC.6, 2.FL.PWR.3.a, 2.FL.VA.7a.i		
Word Work Phonics	Students will: T126-129 Blend and build words with short e, o, u vowel sounds.	
Fluency Intonation	Students will: T46 Read orally with accuracy, fluency, appropriate rate and expression.	
Writing Process: Draft Reading / Writing Companion	Students will: T62-63 Use descriptive details to continue writing a draft.	
Integrate Make Connections-Reading / Writing Companion	Students will: T74 - Discuss responses to the “Welcome to Our Home” Blast - Respond to prompt This song and the selections I read help me understand that...	
Friday	Day 10	Instructional Plan
Student Learning Targets: 2.W.PDW.4, 2.W.PDW.6, 2.W.RW.10, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.SC.6, 2.FL.VA.7a.i, 2.SL.PKI.4		
Word Work Phonics	Students will: T130-131 Blend and build words with short e, o, u.	
Writing Process: Draft Reading / Writing Companion	Students will: T62-63 Use descriptive details to continue writing a draft.	
Spelling Practice Book	Students will: T71 Write the spelling word as the teacher reads the dictation sentence.	
Research and Inquiry Reading / Writing Companion	Students will: T75 Participate in a presentation of poster.	
Progress Monitoring	Students will: T164-165 Complete assessments.	

Weeks 3-4

✓ Skills Assessed

Unit 1 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do friends depend on each other?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Evaluate author's use of key details - Visualize to deepen understanding - Determine theme ✓ Use illustrations to support understanding	Oral Vocabulary Acquisition: awkward outrageous panic relief squawked Vocabulary Acquisition: Acquire and use academic vocabulary actions afraid depend nervously peered perfectly rescue secret Vocabulary Strategy: ✓ Identify and understand root words Grammar: ✓ Understand and use subjects ✓ Understand and use predicates
Text(s): Teach and Model Interactive Read Aloud: The New Kid Shared Read: Little Flap Learns to Fly Practice and Apply Anchor Text: Help! A Story of Friendship, The Enormous Turnip Leveled Readers A: Cat and Dog O: The Quest ELL: The Quest B: Class Pets Genre Passages A: Uncle Max and I O: Together ELL: It Takes A Friend B: What Friends Do Optional Classroom Library Trade Books Cork & Fuzz, Poppleton and Friend	Writing Writing process: Revise, Edit, and Publish a realistic fiction story Analytical writing: ✓ Write responses that demonstrate understanding	Speaking and Listening Engage in collaborative discussions Retell "The New Kid" Present information about how we depend on friends
	Foundational Skills Word Work Phonemic Awareness: Phoneme Categorization, Substitution, Blending, Segmentation ✓ Phonics: Two-letter blends; short a, long a: a_e Structural Analysis: Closed Syllables; Inflectional Endings Use High Frequency Words Handwriting: Manuscript to Cursive Spelling Words: Week 3: grass, trips, crack, still, west, mask, clap, plans, milk, belt, fog, tub, by, he, she Week 4: bag, cap, ham, bake, ate, mad, back, cape, made, rake, still, belt, into, done, your Fluency: Read with Expression, Intonation	Research and Inquiry Ask questions for informal inquiry Create a poster with a list and drawings of people that show good citizenship

Weekly Standards:

2.FL.F.5.a Read grade-level text with purpose and understanding. [6 lessons]

2.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

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

2.FL.PWR.3.d Decode words with common prefixes and suffixes. [4 lessons]

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [8 lessons]

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. [6 lessons]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [2 lessons]

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [1 lesson]

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

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

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [1 lesson]

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 lessons]

2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. [3 lessons]

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. [10 lessons]

2.RL.KID.3 Describe how characters in a story respond to major events and challenges. [5 lessons]

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [3 lessons]

2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [1 lesson]

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. [3 lessons]

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 lessons]

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. [3 lessons]

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [2 lessons]

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [4 lessons]

Monday	Day 1 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.IKI.7, 2.FL.PWR.3.f, 2.FL.PWR.3.g, 2.FL.SC.6, 2.FL.SC.6.f, 2.FL.WC.4.a, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.WC.4.f, 2.FL.F.5.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.SL.CC.3	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T180-181 - Discuss the essential question: How do friends depend on each other? - Share with a partner actions that friends take to help one another. <i>Reading/Writing Companion</i> p. 36-37 Work as a class to complete the graphic organizer.
Listening Comprehension Interactive Read Aloud	Students will: T183 - Using mental images, retell the story "The New Kid" in your own words in logical order. - Identify components of fantasy texts.
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T234-239 - Practice categorizing phonemes using Practice Book p. 35 - Practice two-letter blends. - Blend words with two-letter blends. - Identify HFWs in text. - Decodable Reader: <i>Spot and Fran</i> - Recognize lowercase letters written in manuscript and in cursive. - Recognize words written in cursive.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T184-T189 <i>Reading/Writing Companion</i> p. 38-43 Take notes, interesting words and key details in <i>Little Flap Learns to Fly</i>. - With a partner, summarize the story orally using notes taken.
Vocabulary Reading / Writing Companion	Students will: T190-191 <i>Reading/Writing Companion</i> p. 44-45 Work with a partner to complete work on vocabulary. - Use root words to figure out the meaning of an unknown word.
Grammar Practice Book	Students will: T220 Practice Book p. 45 Identify the subject of a sentence.
Spelling Practice Book	Students will: T224 Take the spelling pretest Practice Book p. 41.
Tuesday	Day 2 Instructional Plan
Student Learning Targets: 2.RI.KID.1, 2.RL.KID.3, 2.RL.IKI.7, 2.W.RBPK.8, 2.W.RW.10, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.SC.6.f, 2.FL.WC.4.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.FL.VA.7a.iii, 2.SL.CC.3	

Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T184-189, 194-199 ○ <i>Reading/Writing Companion</i> p. 46 Use words and illustrations from the story to create mental images of important details. ○ <i>Reading/Writing Companion</i> p. 47 Work with a partner to use illustrations to identify a story as fantasy. ○ <i>Reading/Writing Companion</i> p. 48-49 Use a graphic organizer to list key details from text. ○ Explain how the author uses dialogue to show what the little birds want to do, list details that help understand how Little Flap feels, explain how the author shows excitement.
Word Work Phonics Structural Analysis	Students will: T242-244 ○ Blend and build words with two-letter blends. ○ Read words with closed syllables.
Respond to Reading Reading / Writing Companion	Students will: T200-201 ○ <i>Reading/Writing Companion</i> p. 50 Respond to the prompt How does the author show that Little Flap can depend on his friends? by using text evidence.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T204-205 ○ <i>Reading/Writing Companion</i> p. 51 Ask questions about what you want to know. ○ With a small group, ask and answer questions about how we depend on friends.
Grammar Practice Book	Students will: T220 ○ Practice Book p. 46 Complete sentences by adding a subject.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.IK1.7, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.F.5.a, 2.FL.SC.6.f		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T246-253 ○ Use Response Board to blend sounds to read words. ○ Use Word-Building Cards to identify medial vowel sounds in words. ○ Identify HFWs in text. ○ Read Decodable Reader <i>Why Not Grin</i> fluently to help with comprehension.	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T205A-205L ○ (after teacher tells them they will read about animal friends who help each other) Predict how the story will answer the essential question. ○ Use a graphic organizer to record key details. ○ Use visualize strategy to picture what is happening at the beginning of the story.	
Grammar / Mechanics Practice Book	Students will: T221 ○ Practice Book 47 Use quotation marks to show dialogue.	
Expand Vocabulary	Students will: T229	

Practice Book		Orally complete cloze sentences to review words.
Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.IKI.7, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.SC.6.f, 2.FL.SC.6, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v		
Word Work Phonics	Students will: T255-256 Use Word-Building Cards to blend and build words with two-letter blends.	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T205A-205L - Use key details to retell the story. - Use illustrations to identify key details. - Use dialogue to identify the author's craft. <i>Reading/Writing Companion</i> p. 52	
Friday	Day 5	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.IKI.7, 2.W.PDW.5, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.SC.6.f, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.FL.VA.7a.iii		
Word Work Phonics	Students will: T258-259 Blend and build words with two-letter blends.	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T205A-205L - Reread <i>Big Red Lollipop</i>. - Make inferences. <i>Reading/Writing Companion</i> p. 53	
Writing Process: Revise Reading / Writing Companion	Students will: T212-213 - Practice revising a draft - <i>Reading/Writing Companion</i> p. 31 - Revise student drafts from last week.	
Spelling Practice Book	Students will: T225 Take the spelling posttest.	

Weekly Standards

2.FL.F.5.a Read grade-level text with purpose and understanding. [6 lessons]

2.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

2.FL.PWR.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [18 lessons]

2.FL.PWR.3.d Decode words with common prefixes and suffixes. [1 lesson]

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [10 lessons]

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. [1 lesson]

2.FL.SC.6.f Produce, expand, and rearrange simple and compound sentences. [3 lessons]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [2 lessons]

2.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [2 lessons]

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [7 lessons]

2.FL.VA.7a.v Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [2 lessons]

2.FL.WC.4.a 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 lessons]

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

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

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [1 lesson]

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. [5 lessons]

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. [10 lessons]

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. [8 lessons]

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

2.RL.KID.3 Describe how characters in a story respond to major events and challenges. [5 lessons]

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]

2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [1 lesson]

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. [5 lessons]

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. [1 lesson]

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [1 lesson]

Monday	Day 6 Instructional Plan
Student Learning Targets: 2.RL.KID.1 , 2.RL.KI.7, 2.W.PDW.5, 2.W.RW.10, 2.FL.SC.6.f, 2.FL.WC.4.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.WC.4 inflectional endings –ed;-ing, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.WC.4.f, 2.FL.F.5.a	
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: 260-267 - Practice segmenting phonemes. - Connect a_e to the long a sound. - Blend words with short a and long a: a_e - Identify HFWs in text. - Decodable Reader: <i>You Can Bake a Cake!</i>, read and check for comprehension. - Read <i>You Can Bake a Cake!</i> to a partner focusing on fluency. - Practice manuscript to cursive uppercase letters.
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T205A-205L - Reread <i>Big Red Lollipop</i>. - Use dialogue and illustrations to identify the author's craft. <i>Reading/Writing Companion</i> p. 54
Respond to the Text Reading / Writing Companion	Students will: T206-207 <i>Reading/Writing Companion</i> p. 55 Respond to prompt How does the author use illustrations to show how talking about others can affect a friendship?
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T214-215 - Practice peer conferencing with a partner – <i>Reading/Writing Companion</i> p. 32 - Give feedback to others on their drafts.
Grammar Practice Book	Students will: T222 - Match subjects to predicates. - Identify predicates in sentences.
Spelling Practice Book	Students will: T226 Take the spelling pretest Practice Book p. 58.
Tuesday	Day 7 Instructional Plan
Student Learning Targets: 2.RL.KID.1 , 2.RL.KID.2 , 2.W.PDW.5, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.WC.4 inflectional endings –ed;-ing, 2.FL.WC.4.a, 2.FL.F.5.a, 2.FL.SC.6.f, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.FL.VA.7a.iii	
Word Work Phonics Structural Analysis	Students will: T268-273 - Blend and build words with short a and long a: a_e - Read words with inflectional endings -ed and -ing.

Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T207A-207B ○ Compare how “The Enormous Turnip” and <i>Help! A Story of Friendship</i> are similar and different.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T216-217 ○ As a class, practice proofreading and editing a paragraph. ○ Edit draft and list two mistakes found. <i>Reading/Writing Companion</i> p. 33 ○ With a partner, edit and proofread drafts using the editing checklist as a guide.
Grammar Practice Book	Students will: T222 ○ Complete sentences with predicates.
Expand Vocabulary Practice Book	Students will: T228 ○ Use the meanings of prefixes to figure out a new word.

Wednesday	Day 8	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.KID.2, 2.W.PDW.6, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4 inflectional endings –ed;-ing, 2.FL.WC.4.a, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.F.5.a, 2.FL.SC.6.f, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.FL.VA.7a.iii		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T274-281 ○ Use Response Boards to orally blend sounds in words. ○ Use Word-Building Cards with a partner to identify short and long a vowels sounds in words. ○ Identify HFWs in text. ○ Decodable Reader: <i>Gabe Picks a Pet</i>, read and check comprehension.	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T207A-207B ○ Identify key details in “The Enormous Turnip”.	
Author’s Craft Reading / Writing Companion	Students will: T208-209 ○ <i>Reading/Writing Companion</i> p. 59 Work with a partner to identify the theme of a text.	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T218-219 ○ Rewrite Realistic Fiction draft. ○ Using a rubric, evaluate your writing.	
Grammar Practice Book	Students will: T223 ○ Use quotation marks to show dialogue.	
Expand Vocabulary Practice Book	Students will: T229 ○ Separate the root word from the endings to understand the meaning of a word.	

Thursday	Day 9 Instructional Plan
Student Learning Targets: 2.RI.KID.1, 2.RL.KID.2, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.W.PDW.6, 2.FL.WC.4.a, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.SC.6.f, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v, 2.SL.CC.2	
Word Work Phonics	Students will: 282-285 Blend and build words with short <i>a</i> and long <i>a</i>: <i>a_e</i>
Fluency Intonation	Students will: T210-211 Read orally with accuracy, fluency, appropriate rate and expression.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T218-219 - Continue rewriting Realistic Fiction draft and present to the class. - Using a rubric, evaluate your writing.
Make Connections Reading / Writing Companion	Students will: T230-231 <i>Reading/Writing Companion</i> p. 60 Use text evidence to make connections between a painting and text selections read.
Friday	Day 10 Instructional Plan
Student Learning Targets: 2.W.PDW.6, 2.W.RBPK.8, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.WC.4 inflectional endings –ed;-ing, 2.FL.WC.4.a, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.SC.6.f, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v, 2.SL.PKI.4	
Word Work Phonics	Students will: T286-287 Blend and build words with short <i>a</i> and long <i>a</i>: <i>a_e</i>.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T218-219 - Continue rewriting Realistic Fiction draft and present to the class. - Using a rubric, evaluate your writing.
Spelling Practice Book	Students will: T227 Take the spelling posttest.
Research and Inquiry Reading / Writing Companion	Students will: T231 <i>Reading/Writing Companion</i> p. 61 With a partner, plan a presentation - Participate in presentation with a partner.
Progress Monitoring	Students will: T320-321 Complete assessments.

✓ Skills Assessed

19

Weekly Standards:

2.FL.F.5.a Read grade-level text with purpose and understanding. [9 lessons]

2.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

2.FL.PWR.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [14 lessons]

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [8 lessons]

2.FL.PWR.3.g Decode grade-level texts with purpose and understanding. [1 lesson]

2.FL.SC.6.f Produce, expand, and rearrange simple and compound sentences. [8 lessons]

2.FL.SC.6.g Use common coordinating conjunctions. [3 lessons]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [4 lessons]

2.FL.VA.7b.ii Distinguish shades of meaning among closely related words. [1 lesson]

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. [6 lessons]

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

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

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [1 lesson]

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [26 lessons]

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe. [23 lessons]

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [1 lesson]

2.RI.IKI.8 Describe how reasons support specific points an author makes in a text. [1 lesson]

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 lessons]

2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. [16 lessons]

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. [26 lessons]

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. [1 lesson]

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. [3 lessons]

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. [1 lesson]

2.W.RBPK.7 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. [1 lesson]

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [4 lessons]

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [5 lessons]

2.W.TTP.2.b Use facts and definitions to provide information. [2 lessons]

5.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

Monday	Day 1 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.KID.2, 2.RI.CS.5, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.PWR.3.g, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.WC.4.f, 2.FL.F.5.a, 2.FL.SC.6.g, 2.FL.SC.6.f, 2.FL.VA.7a.i, 2.FL.VA.7c	
Introduce the Concept Oral Vocabulary Words (Reading / Writing Companion) Talk About It	Students will: T334-335 ○ Discuss the essential question: What happens when families work together? ○ <i>Reading/Writing Companion</i> p. 62-63 Work as a class to complete the graphic organizer. ○ In small groups, discuss jobs that families do to help each other.
Listening Comprehension Interactive Read Aloud	Students will: T337 ○ Ask and answer questions about the read-aloud. ○ Identify components of an expository text.
Word Work Phonemic Awareness Phonics High Frequency Words Decodable Reader Handwriting	Students will: T378-385 ○ Orally isolate medial phonemes in words. ○ Connect the short /i/ sound to the letter <i>i</i> and the long /i/ sound to <i>i_e</i>. ○ Blend words with short <i>i</i> and long <i>i</i>: <i>i_e</i> ○ Identify HFWs in text. ○ Decodable Reader: <i>Mike's Big Bike</i> read and check for comprehension ○ Read <i>Mike's Big Bike</i> with a partner focusing on fluency. ○ Practice correct cursive writing position for left-handed and right-handed writers.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T338-341 ○ Ask and answer questions to demonstrate understanding of key details in a text. ○ <i>Reading/Writing Companion</i> p. 64-65 Take notes, interesting words, and key details in <i>Families at Work!</i> ○ Ask and answer questions p. 66-67.
Vocabulary Reading / Writing Companion	Students will: T342-343 ○ <i>Reading/Writing Companion</i> p. 342-343 Work with a partner to complete work on vocabulary. ○ Using text evidence, find synonyms.
Spelling Reading / Writing Companion	Students will: T372 ○ Take the spelling pretest Practice Book p. 75
Tuesday	Day 2 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.KID.2, 2.RI.CS.5, 2.RI.CS.6, 2.RI.IK1.7, 2.RI.IK1.8, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.SC.6.f, 2.FL.SC.6.g, 2.FL.VA.7c, 2.W.RBPK.7, 2.W.RBPK.8, 2.W.RW.10	
Strategy Text Structure	Students will: T344-349 ○ <i>Reading/Writing Companion</i> p. 70 Ask and answer questions to understand key details of a text.

Skill	○ <i>Reading/Writing Companion</i> p. 71 Use charts to locate information in an expository text efficiently. ○ Work with a partner to complete the graphic organizer with key details in the text <i>Reading/Writing Companion</i> p. 72-73.
Word Work Phonics	Students will: T388-389 ○ Blend and build words with short <i>i</i>, long <i>i</i>: <i>i_e</i>.
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T338-341 ○ <i>Reading/Writing Companion</i> p. 70-71 Ask and Answer questions. ○ With a partner, complete the graphic organizer with key details in the text. <i>Reading/Writing Companion</i> p. 73 ○ Explain how the author compares the jobs that Ellen and Steve have, explain how the author helps you understand the way a family decides to spend their money, and why the author shows to photos on the chart.
Respond to Reading Reading / Writing Companion	Students will: ○ <i>Reading/Writing Companion</i> p. 74 Respond to prompt How does the author show how families work and make choices about spending the money they earn? using text evidence.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: ○ With a partner, generate questions they would ask in an interview about spending money <i>Reading/Writing companion</i> p. 75.
Grammar Practice Book	Students will: ○ Use <i>and</i> to combine a pair of sentences.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.RI.KID.1, 2.RI.KID.2, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.RI.CS.5, 2.FL.F.5.a, 2.FL.SC.6.f, 2.FL.SC.6.g, 2.FL.SC.6.j, 2.FL.VA.7c		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: ○ Use Response Boards to orally blend sounds to create a word. ○ Use Word-Building Cards with a partner to identify vowel sounds in words. ○ Identify HFWs in text.	
Read and Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: ○ (after teacher tells them they will read about one family works together on a farm, predict how the story will help them answer the essential question. ○ Use photos and captions to better understand the story. ○ Identify main topic and key details. ○ Ask and answer questions.	
Grammar / Mechanics Practice Book	Students ○ Write sentences using commas to separate three or more words in a series, using the word <i>and</i> or <i>or</i> before the last word.	
Expand Vocabulary	Students will:	

Practice Book		○ Use a thesaurus to find synonyms for words.
Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.RI.KID.1, 2.RI.KID.2, 2.RI.CS.5, 2.RI.IKI.7, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.RI.CS.6, 2.W.TTP.2.b, 2.W.PDW.4, 2.W.PDW.5, 2.W.RBPK.8, 2.W.RW.10, 2.FL.F.5.a, 2.FL.SC.6.g, 2.FL.SC.6.f, 2.FL.VA.7c, 2.SL.CC.3		
Word Work Phonics	Students will: ○ Use Word-Building Cards to blend short <i>i</i> and long <i>i</i> words. ○ Use Word-Building Cards to build short <i>i</i> and long <i>i</i> words.	
Read and Reread the Paired Text (Literature Anthology) Author's Craft Respond to Text	Students will: ○ Thinking about the essential question, compare how <i>Families Working Together</i> and "Why We Work" are similar and different. ○ Identify key details in a text.	
Writing Process: Plan Reading / Writing Companion	Students will: ○ Brainstorm community helpers for writing an expository essay. ○ Complete sentences to begin writing an expository essay <i>Reading/Writing Companion</i> p. 86. ○ Develop questions they want to answer in an expository essay. <i>Reading/Writing Companion</i> p. 87	
Friday	Day 5	Instructional Plan
Student Learning Targets: 2.FL.F.5.b, 2.RL.KID.1, 2.RI.CS.5, 2.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.WC.4.c, 2.FL.SC.6.f, 2.FL.SC.6.g, 2.FL.VA.7c, 2.FL.WC.4.d, 2.W.TTP.2.b., 2.W.RBPK.8, 2.W.PDW.4, 2.W.RW.10		
Word Work Phonics	Students will: ○ Use Word-Building Cards to blend and build words with short <i>i</i> and long <i>i</i>: <i>i_e</i>.	
Writing Process: Draft Reading / Writing Companion	Students will: ○ Use different types of sentences to add interest when writing a draft of an expository text.	
Spelling Practice Book	Students will: ○ Take the spelling posttest	
Progress Monitoring	Students will: ○ Complete assessments.	

Week 6

Unit 1 Week 6	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	Review strategies and skills Track progress Cite relevant evidence from text Summarize the text Interpret information presented visually	Vocabulary Acquisition: Use context to determine the meaning of unfamiliar words Explain the meaning of synonyms in context
Text(s): Reading Digitally: Super Skiers Reader's Theater: Room for More Passage 1: Communities Heroes Passage 2: If Squirrels Were Rabbits	Writing	Speaking and Listening
	Writing process: Complete an expository essay Share writing and choose portfolio piece Analytical writing:  Write responses that demonstrate understanding	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, and rate	

Weekly Standards:

2.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

2.FL.SC.6.g Use common coordinating conjunctions. [1 lesson]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [2 lessons]

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [1 lesson]

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [4 lessons]

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. [1 lesson]

2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. [1 lesson]

2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text. [1 lesson]

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. [1 lesson]

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. [3 lessons]

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

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 lessons]

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. [1 lesson]

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. [3 lessons]

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. [1 lesson]

2.W.RBPK.7 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. [1 lesson]

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [3 lessons]

Monday	Day 1 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.KID.2, 2.RI.CS.5, 2.RI.IK1.7, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.F.5.c, 2.FL.SC.6.g, 2.FL.VA.7a.i, 2.W.PDW.5, 2.SL.CC.2	
Reading Digitally Reader's Theater	Students will: T444-445-Reading Digitally ○ Learn how to use the interactive features for the online article "Super Skiers". ○ After rereading the article aloud, discuss the main idea with partners. ○ Answer questions about the article. ○ Discuss what they learned from previous texts about how friends and families help one another and compare. ○ Respond through discussion parts of a good opinion argument: Linking words that connect opinions and facts. A strong ending that retells the author's opinion Students will: T446-447-Reader's Theater ○ Listen as the teacher models the reading of the play. Work in groups to create simple props. ○ Perform the play.
Show What You Learned Reading / Writing Companion	Students will: T448-449 ○ Use <i>Reading/Writing Companion</i> p. 94-95 and read "Community Heroes." ○ Practice skills and strategies learned in previous texts to read and understand texts. ○ Recall facts as to why this is an. expository. ○ Use a chart to clarify a text. ○ Look for key details. ○ Answer comprehension questions <i>Reading/Writing Companion</i> p. 96.
Writing Process: Revise Reading / Writing Companion	Students will: T458-459 ○ <i>Reading/Writing Companion</i> p. 89 Practice revising a paragraph by adding details.
Tuesday	Day 2 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.KID.2, 2.RI.KID.2, 2.RI.CS.5, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.F.5.c, 2.W.PDW.5, 2.SL.CC.2	
Reading Digitally Reader's Theater	Students will: T444-445 Reading Digitally, T446-447 Reader's Theater ○ Perform the play

Show What You Learned Reading / Writing Companion	Students will: 450-451 ○ Use <i>Reading/Writing Companion</i> p. 97-98 and read “If Squirrels were Rabbits.” ○ Recall facts as to why this is a fantasy. ○ Ask and Answer questions. ○ Look for key details ○ Answer comprehension questions <i>Reading/Writing Companion</i> p. 99.
Writing Process: Peer Review Reading / Writing Companion	Students will: T460-461 ○ <i>Reading/Writing Companion</i> p. 90 Practice revising a paragraph from partner feedback.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.RI.KID.1, 2.RL.KID.2, 2.RL.IK1.7, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.F.5.c, 2.W.PDW.5		
Extend Your Learning	Students will: T452-454 ○ Discuss what a fantasy is. ○ Reread “Help! A Story of Friendship” ○ Discuss the characters and what feelings they have that are like feelings that people have. ○ Use <i>Reading/Writing Companion</i> p. 100 to explain what effect that using animal characters has on the story. ○ Use <i>Reading/Writing Companion</i> p. 101 Complete the Graphic Organizer with details that show the text is a fantasy. ○ With a partner, use a dictionary to find synonyms.	
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T462-463 ○ <i>Reading/Writing Companion</i> p. 91 Practice editing and proofreading drafts.	
Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.F.5.c, 2.FL.VA.7a.i, 2.W.PDW.6, 2.W.RBPK.8		
Extend Your Learning	Students will: T455-457 ○ Write a book report – <i>Reading/Writing Companion</i> p. 103 ○ Listen to “The New Kid”. Work in pairs to complete the Graphic Organizer, <i>Reading/Writing Companion</i> p. 104 ○ Create a chart about technology use.	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T464-465 ○ <i>Reading/Writing Companion</i> p. 92-93	

Friday	Day 5	Instructional Plan
Student Learning Targets: 2.W.PDW.6, 2.W.RBPK.7, 2.W.RBPK.8, 2.SL.CC.2, 2.SL.CC.3, 2.W.PDW.6, 2.W.RW.10		
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion		Students will: T464-465 ○ Publish draft with illustrations. ○ Present published work. ○ <i>Reading/Writing Companion</i> p. 92-93 Reflect on their progress as writers. Set writing goals for future work.
Track Your Progress		Students will: T466 ○ <u>Use a rubric to self-evaluate.</u>
Wrap Up the Unit		Students will: T467 ○ With a group, use an Accordion Foldable to record comparisons of texts.
Summative Assessment		Students will: ○ Complete assessments.

BCS Literacy Vision

Unit 2**Genre Study 1:****Essential Question: How are offspring like their parents?****Text Sets:**

Read Aloud: Wild Animal Families

Shared Read: Eagles and Eaglets

Anchor Text: Baby Bears, From Caterpillar to Butterfly

Genre Study 2:**Essential Question: What can animals in stories teach us?****Text Sets:**

Read Aloud: The Fox and the Crane

Shared Read: The Boy Who Cried Wolf

Anchor Text: Wolf! Wolf!, Cinderella and Friends

Genre Study 3:**Essential Question: What do we love about animals?****Text Sets:**

Read Aloud: The Furry Alarm Clock, Little Crocodile

Shared Read: Cats and Kittens, Desert Camels, A Bat is Not a Bird

Anchor Text: Beetles, The Little Turtle, Gray Goose

Weeks 1-2



Unit 2 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How are offspring like their parents?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify author's use of main topic and key details - Reread for understanding - Evaluate diagrams ✓ Identify and use text features	Oral Vocabulary Acquisition: guide leader protect provide separate Vocabulary Acquisition: Acquire and use academic vocabulary adult alive covered fur giant groom mammal offspring Vocabulary Strategy: ✓ Identify homographs Grammar: ✓ Understand and use nouns ✓ Understand and use singular and plural nouns
Text(s): Teach and Model Interactive Read Aloud: Wild Animal Families Shared Read: Eagles and Eaglets Practice and Apply Anchor Text: Baby Bears, From Caterpillar to Butterfly Leveled Readers A: Animal Families O: Animal Families ELL: Animal Families B: Animal Families Genre Passages A: Tadpoles Into Frogs O: Tadpoles Into Frogs ELL: Tadpoles Into Frogs B: Tadpoles Into Frogs Optional Classroom Library Trade Books Bats: Creatures of the Night, Baby Animals in Rainforest Habitats	Writing Writing process: ✓ Plan and draft an expository essay Analytical writing: ✓ Write responses that demonstrate understanding	Speaking and Listening Engage in collaborative discussions Paraphrase "Wild Animal Families" Present information about the life cycle of an insect
	Foundational Skills Word Work: Phonemic Awareness: Phoneme Addition, Substitution, Blending, Deletion, Segmentation ✓ Phonics: Short o, long o; short u, long u High Frequency Words Structural Analysis: use -ed, -ing, CVCe syllables Handwriting: Strokes that curve up, down; Cursive e, l, i, t, o, a, c, d Spelling Words: Week 1: box, fox, dog, lock, pot, cone, home, nose, poke, rope, side, line, have, off, took Week 2: mule, fuse, plum, use, dug, cub, hum, cute, miust, fun, rope, nose, look, yes, their Fluency: Read with intonation, phrasing	Research and Inquiry Identify and gather relevant sources Track the life cycle of an insect

Weekly Standards

2.FL.F.5.a Read grade-level text with purpose and understanding. [\[6 lessons\]](#)

2.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [\[13 lessons\]](#)

2.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [\[1 lesson\]](#)

2.FL.PWR.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [\[10 lessons\]](#)

2.FL.PWR.3.d Decode words with common prefixes and suffixes. [\[1 lesson\]](#)

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [\[10 lessons\]](#)

2.FL.PWR.3.g Decode grade-level texts with purpose and understanding. [\[1 lesson\]](#)

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. [\[3 lessons\]](#)

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [\[16 lessons\]](#)

2.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [\[1 lesson\]](#)

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [\[1 lesson\]](#)

2.FL.VA.7a.v Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [\[2 lessons\]](#)

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. [\[2 lessons\]](#)

2.FL.WC.4.a 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. [\[2 lessons\]](#)

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

2.FL.WC.4.d Write most common, frequently used words and most irregular words. [\[2 lessons\]](#)

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [\[1 lesson\]](#)

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [\[2 lessons\]](#)

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe. [\[1 lesson\]](#)

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [\[7 lessons\]](#)

2.RI.IKI.8 Describe how reasons support specific points an author makes in a text. [\[2 lessons\]](#)

2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic. [\[3 lessons\]](#)

2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. [\[23 lessons\]](#)

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. [\[27 lessons\]](#)

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. [\[2 lessons\]](#)

2.W.RBPK.7 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. [\[1 lesson\]](#)

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [\[6 lessons\]](#)

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [\[1 lesson\]](#)

5.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [\[1 lesson\]](#)

Monday	Day 1 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.KID.2, 2.RI.IKI.7, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.PWR.3.g, 2.FL.WC.4.a, 2.FL.WC.4.d, 2.FL.WC.4.c(suffixes that require consonant doubling), 2.FL.WC.4.f, 2.FL.F.5.a, 2.FL.F.5.c, 2.FL.SC.6, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v, 2.SL.CC.3	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T24-25 - Discuss the essential question: How are offspring like their parents? - Share with a partner how baby penguins are the same and different from their parents. <i>Reading/Writing Companion</i> p. vi-1 Work with a partner to complete the graphic organizer.
Listening Comprehension Oral Vocabulary Interactive Read Aloud	Students will: T26-27 - Learn Oral Vocabulary Words through define/example/ask routine. - Identify components of an expository informational text.
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T76-83 - Add sounds to words to make new words. - Connect the letter <i>o</i> to the short o sound and the letters <i>o_e</i> to the long o sound. - Read words and sentences with the short and long o sound. - Identify HFWs in text. - Decodable Reader: <i>At Home in Nome</i>. Read and check for comprehension. - Read <i>At Home in Nome</i> to a partner focusing on fluency. - Practice cursive lowercase letters e, l, i, t.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T28-33 <i>Reading/Writing Comparison</i> p. 2-7 Take notes, interesting words, and key details in <i>Eagles and Eaglets</i>. - Answer Author's Craft questions p. 3-4, 6-7. - Find the main topic and key details p.3-5, 7.
Vocabulary Reading / Writing Companion	Students will: T34-35 <i>Reading/Writing Comparison</i> p. 8-9 Work with a partner to complete work on vocabulary. - Using text evidence, find homographs.
Grammar Practice Book	Students will: T64 Practice Book p. 97 Identify nouns that name people in a sentence.
Spelling Practice Book	Students will: T68-69 Take the spelling pretest Practice Book p. 92

Tuesday	Day 2 Instructional Plan
Student Learning Target: 2.RI.CS.5, 2.RL.KID.1 , 2.RI.KID.2 , 2.RI.IK1.8, 2.RI.IK1.7, 2.W.RBPK.7, 2.W.RBPK.8, 2.W.RW.10, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.c(suffixes that require consonant doubling), 2.FL.F.5.a, 2.FL.F.5.b, 5.FL.F.5.c, 2.FL.SC.6, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.FL.VA.7a.iii	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T36-43 ○ <i>Reading/Writing Companion</i> Text <i>Eagles and Eaglets</i>. Find text evidence p. 10. ○ Identify text features (diagrams and labels) in <i>Eagles and Eaglets</i>. ○ Review main topic and key details by using a graphic organizer. <i>Reading/Writing Companion</i> p. 12-13. ○ Express how the author crafts the story to help you understand the size of an eagle's nest, explain how the author uses description to show what an eaglet must learn, how does the author point out an important detail in the illustration, explain how the author uses a question and word choice to make you think about key details in the text.
Word Work Phonics Structural Analysis	Students will: T84-89 ○ Review short o and long o: o_e. ○ Use Word-Building Cards to blend and build short and long o words. ○ Write and read words with inflectional endings -ed, -ing.
Respond to Reading Reading / Writing Companion	Students will: T44-45 ○ <i>Reading/Writing Companion</i> p. 14 Respond to prompt How does the author use facts and text features to explain how and eaglet becomes an eagle? by using text evidence.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T48-49 ○ <i>Reading/Writing Companion</i> p. 15 Identify and gather sources to create a diagram with a partner.
Grammar Practice Book	Students will: T64 ○ Identify nouns in sentences that name places and things.

Wednesday	Day 3 Instructional Plan
Student Learning Target: 2.RL.KID.1 , 2.RI.KID.2 , 2.FL.SC.6, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.d, 2.FL.WC.4.c(suffixes that require consonant doubling), 2.FL.F.5.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v	
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T90-97 ○ Blend sounds to read new words. ○ Use Word-Building cards with a partner to identify short and long vowel sounds. ○ Identify HFWs in text. ○ Read Decodable Reader <i>At Home in a Pond</i> fluently to help with comprehension.

Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T49A-49J ○ (after teacher tells them they will read about how animal babies are like their parents), predict how the story will help them answer the essential question. ○ Use a graphic organizer to take notes about the bear’s life cycle. ○ Use a graphic organizer to identify the main topic and key details. ○ Identify the author’s craft (details and facts).	
Grammar/Mechanics Practice Book	Students will: T65 ○ Write sentences with commas in a series. Practice Book p. 99.	
Expand Vocabulary Practice Book	Students will: T72 ○ Orally complete cloze sentences to review.	
Thursday	Day 4	Instructional Plan
Student Learning Target: 2.FL.SC.6, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.FL.VA.7a.iii, 2.FL.F.5.a		
Word Work Phonics	Students will: T98-101 ○ Use Word-Building Cards to blend and build words.	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T49A-49J ○ Reread anchor text. ○ Use photos and captions to better understand the story. <i>Reading/Writing Companion</i> p. 16.	
Friday	Day 5	Instructional Plan
Student Learning Target: 2.RL.KID.1, 2.RI.KID.2, 2.RI.CS.6, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.c(suffixes that require consonant doubling), 2.FL.WC.4.d, 2.FL.SC.6, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v		
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T49A-49J ○ Reread the anchor text. ○ Use headings to show how the text is organized. <i>Reading/Writing Companion</i> p. 17 ○ Find homographs in the text.	
Writing Process: Expert Model Reading / Writing Companion	Students will: T56-57 ○ Identify features of an expository essay <i>Reading/Writing Companion</i> p. 26	
Spelling Practice Book	Students will: T71 ○ Take the spelling posttest.	
Grammar Practice Book	Students will: T65 ○ Complete assessment.	

Weekly Standards

2.FL.F.5.a Read grade-level text with purpose and understanding. [6 lessons]

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

2.FL.PWR.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [5 lessons]

2.FL.PWR.3.c Decode regularly spelled two-syllable words with long vowels. [1 lesson]

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

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [10 lessons]

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 lessons]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [7 lessons]

2.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [2 lessons]

2.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [2 lessons]

2.FL.VA.7a.v Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [2 lessons]

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. [1 lesson]

2.FL.WC.4.a 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 lessons]

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

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

2.FL.WC.4.f Print legibly in manuscript; write many upper and lowercase letters in cursive. [1 lesson]

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [1 lesson]

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [3 lessons]

2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]

2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. [6 lessons]

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. [9 lessons]

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]

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. [3 lessons]

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. [1 lesson]

2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question. [6 lessons]

2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency. [4 lessons]

Monday	Day 6	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.KID.2, 2.RI.IKI.7, 2.W.PDW.5, 2.W.PDW.4, 2.W.RBPK.8, 2.W.RW.10, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.WC.4.f, 2.FL.F.5.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v		
Word Work Phonological Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T104-111 ○ Delete sounds in words to read new words. ○ Connect the letter <i>u</i> with the short u sound. ○ Connect the letters <i>u_e</i> with the long u sound. ○ Blend and read short u and long u words. ○ Identify HFWs in text. ○ Decodable Reader: <i>Duke and Bud's Run</i>, read and check for comprehension. ○ Practice cursive lowercase letters o, a, c, d.	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T49A-49J ○ Reread the anchor text. ○ Use diagrams to help understand details of the text. <i>Reading/Writing Companion</i> p. 18.	
Respond to the Text Reading / Writing Companion	Students will: T50-51 ○ <i>Reading/Writing Companion</i> p. 19 Respond to the prompt How does the author organize the information to help you understand how bears grow? by using text evidence.	
Writing Process: Plan Reading / Writing Companion	Students will: T58-59 ○ Brainstorm ideas for writing an expository essay about how baby animals grow. ○ Complete sentences to begin writing an expository essay.	
Grammar Practice Book	Students will: T66 ○ Identify singular and plural nouns in text. ○ Change singular nouns to plural nouns by adding -s.	
Spelling Practice Book	Students will: T70 ○ Take the spelling pretest Practice Book p. 110.	
Tuesday	Day 7	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.KID.2, 2.RI.IKI.7, 2.W.PDW.4, 2.W.RBPK.8, 2.W.RW.10, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.F.5.a, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v		
Word Work Phonics Structural Analysis	Students will: T114-116 ○ Use Word-Building Cards to blend and build words with short <i>u</i> and long <i>u</i>: <i>u_e</i>. ○ Practice CVCe syllables.	
Read Paired Selection (Literature Anthology)	Students will: T51A-51B	

Practice / Apply Close Reading	- Thinking about the essential question, compare how <i>Bears</i> and “From Caterpillar to Butterfly” are similar and different. - Use diagrams to find the main topic and key details in a text.
Writing Process: Plan Reading / Writing Companion	Students will: T60-61 Generate questions for writing an expository essay <i>Reading/Writing Companion</i> p. 29
Grammar Practice Book	Students will: T66 Add -es to singular nouns to make plural nouns.
Expand Vocabulary Practice Book	Students will: T72 Use a print dictionary to determine the meaning of an unknown word.

Wednesday	Day 8	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.IKI.7, 2.W.PDW.4, 2.W.RW.10, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.F.5.a, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.FL.VA.7a.iii		
Word Work Phonemic Awareness High-Frequency Words Decodable Reader	Students will: T118-119, T123-125 - Use Response Boards to orally blend sounds in words. - Identify HFWs in text. - Read Decodable Reader <i>Cute Cubs and Pups</i> fluently to help with comprehension.	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T51A-51B - Reread the paired selection - Identify the author’s purpose using text evidence. <i>Reading/Writing Companion</i> p. 22	
Author’s Craft Reading / Writing Companion	Students will: T52-53 <i>Reading/Writing Companion</i> p. 23 With a partner, use a diagram for deeper understanding of text.	
Writing Process: Draft Reading / Writing Companion	Students will: T62-63 Use a sequence chart to describe events when writing a draft of an expository essay.	
Grammar Practice Book	Students will: T67 Identify and write abbreviations correctly.	
Expand Vocabulary Practice Book	Students will: T73 Identify the correct meaning & usage of homographs.	

Thursday	Day 9	Instructional Plan
Student Learning Targets: 2.RI.KID.3, 2.RI.CS.5, 2.RI.IK1.7, 2.RI.IK1.8, 2.RI.IK1.9, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.WC.4.a, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.FL.VA.7a.iii, 2.W.PDW.4, 2.W.RW.10		
Word Work Phonics	Students will: T127-128 Blend and build words with short <i>u</i> and long <i>u</i>: <i>u_e</i>	
Fluency Practice Book	Students will: T54-55 Use phrasing to help reading sound smooth and natural.	
Writing Process: Draft Reading / Writing Companion	Students will: T62-63 Use sequencing to continue writing a draft of an expository essay.	
Make Connections Reading / Writing Companion	Students will: T74 <i>Reading/Writing Companion</i> p. 24 Use a photograph to make connections between it and previous text selections.	
Friday	Day 10	Instructional Plan
Student Learning Targets: 2.W.PDW.4, 2.W.RW.10, 2.FL.PWR.3.a, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.v		
Word Work Phonics	Students will: T130 Practice automaticity when reading short <i>u</i> and long <i>u</i>: <i>u_e</i> words.	
Writing Process: Draft Reading / Writing Companion	Students will: T62-63 Use sequencing to continue writing a draft of an expository essay.	
Spelling Practice Book	Students will: T71 Take the spelling posttest.	
Research and Inquiry Reading / Writing Companion	Students will: T75 <i>Reading/Writing Companion</i> p. 25 With a partner, plan how they will present their diagram to the class.	
Progress Monitoring	Students will: T64-65 Complete assessments.	