

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

Week 3



Unit 2 Week 3	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What can animals in stories teach us?	☒ Cite relevant evidence from text ☒ Make inferences to support understanding ☒ Identify author's use of character, setting, plot: Problem and Solution Make, Confirm, and Revise Predictions about the story Evaluate Compare and Contrast ☒ Identify and use literary elements	Oral Vocabulary Acquisition: affection crave frustrated nourishment seek Vocabulary Acquisition: Acquire and use academic vocabulary believe delicious feast fond lessons remarkable snatch stories Vocabulary Strategy: ☒ Recognize and understand antonyms Grammar: ☒ Understand and use kinds of nouns: Common, Proper and Collective Nouns ☒ Use capital letters in month and days of the week ☒ Understand and use more plural nouns: Irregular Plural Nouns
Text(s): Teach and Model Interactive Read Aloud: The Fox and the Crane Shared Read: The Boy Who Cried Wolf Practice and Apply Anchor Text: Wolf! Wolf!, Cinderella and Friends Leveled Readers A: The Cat and the Mice O: The Dog and the Bone ELL: The Dog and the Bone B: The Spider and the Honey Tree Genre Passages A: Beware of Tiger! O: The Dingo and His Shadow ELL: The Dingo and His Shadow B: The Girl and the Spider Optional Classroom Library Trade Books The Lion and the Mouse, Fables	Writing Writing process: Revise, Edit, and Publish an expository essay Analytical writing: ☒ Write responses that demonstrate understanding Foundational Skills Word Work Phoneme Substitution, Segmentation, Blending Identify and Generate Rhyme Phonics: Soft g and c; Consonant digraphs Structural Analysis: Suffixes, Compound Words Use High Frequency Words Handwriting: Strokes That Curve Over, Cursive n. m, Joining letters Spelling Words: Week 1: trace, place, badge, cage, space, ice, bulge, range, edge, mice, mule, cute, out, wash, saw Fluency: Read with Expression, Phrasing	Speaking and Listening Engage in collaborative discussions Retell "The Fox and the Crane" Present information from a diagram of a wolf food chain Research and Inquiry Cite Sources Draw and label the animals in the wolf food chain

Weekly Standards:

2.FL.F.5.a Read grade-level text with purpose and understanding. [16 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.d Decode words with common prefixes and suffixes. [5 lessons]

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. [2 lessons]

2.FL.SC.6.a Use collective nouns. [5 lessons]

2.FL.SC.6.f Produce, expand, and rearrange simple and compound sentences. [1 lesson]

2.FL.SC.6.h Capitalize holidays, product names, and geographic names. [3 lessons]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [8 lessons]

2.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [7 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. [3 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. [1 lesson]

2.FL.VA.7b.i Identify real-life connections between words and their use. [2 lessons]

2.FL.VA.7b.ii Distinguish shades of meaning among closely related words. [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. [3 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.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. [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. [5 lessons]

2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [11 lessons]

2.RL.KID.3 Describe how characters in a story respond to major events and challenges. [18 lessons]

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. [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. [1 lesson]

2.W.RBP.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]

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.RL.KID.2, 2.RL.KID.3, 2.RL.IKI.7, 2.FL.PWR.3.f, 2.FL.PWR.3.g, 2.FL.WC.4.a, 2.FL.WC.4.c, 2.FL.WC.4.d, 2.FL.WC.4.f, 2.FL.F.5.a, 2.FL.VA.7a.i, 2.FL.VA.7b.i, 2.FL.SC.6.h, 2.FL.SC.6.a, 2.FL.SC.6, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.VA.7a.ii, 2.SL.CC.1		
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T180-181 - Discuss the essential question: What can animals in stories teach us? - In small groups, discuss what they know about the fable the tortoise and the hare. <i>Reading/Writing Companion</i> p. 36-37 Work with a partner to complete the graphic organizer.	
Listening Comprehension Interactive Read Aloud	Students will: T182-183 - Learn Oral Vocabulary Words through define/example/ask routine. - Identify components of a fable.	
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T232-239 - Identify the number of sounds when segmenting words. - Connect the letter <i>c</i> with the sound /s/ and the letter <i>g</i> with the sound /j/ when followed by the letter <i>e</i> or <i>i</i>. - Blend words with Soft <i>c</i> and Soft <i>g</i>. - Identify HFWs in text. - Decodable Reader: <i>Animal Places and Spaces</i>, read and check for comprehension. - Practice cursive lowercase letters <i>n, m</i>.	
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: TT184-189 <i>Reading/Writing Companion</i> p. 38-39 Take notes, interesting words and key details in <i>The Boy Who Cried Wolf</i>. - Make, Confirm and Revise predictions. - Identify important events in the Beginning, Middle and End. - Identify the problem and solution. - With a partner, summarize the selection orally with the help of their notes.	
Vocabulary Reading / Writing Companion	Students will: TT190-191 <i>Reading/Writing Companion</i> p. 44-45 Work with a partner to complete work on vocabulary. - Use text evidence to find antonyms.	
Grammar Practice Book	Students will: T220 Identify common nouns and proper nouns.	
Spelling Practice Book	Students will: T224 Take the pretest Practice Book 128.	

Tuesday	Day 2 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.KID.3, 2.RL.KID.2, 2.RL.IKI.7, 2.RI.KID.1, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.c, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.F.5.c, 2.FL.SC.6.a, 2.FL.SC.6.h, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.VA.7a.ii, 2.W.RBPK.7, 2.W.RW.10	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T194-199 ○ <i>Reading/Writing Companion</i> p. 47 Identify Beginning, Middle, End. ○ Identify character, setting, plot: problem and solution in <i>The Boy Who Cried Wolf</i>. ○ Review author's craft and identify text evidence to answer questions.
Word Work Phonics Structural Analysis	Students will: T242-245 ○ Use Word-Building Cards to blend and build words with Soft c and Soft g. ○ Identify the meaning of a new word formed when a known prefix is added to a known word.
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 the shepherd boy's feelings have changed at the end of the story? by using text evidence
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T204-205 ○ <i>Reading/Writing Comparison</i> p. 51 With a partner practice citing research sources.
Grammar Practice Book	Students will: T220 ○ Identify collective nouns.

Wednesday	Day 3 Instructional Plan
Student Learning Targets: 2.RL.KID.3, 2.RL.CS.5, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.F.5.a, 2.FL.SC.6.a, 2.FL.SC.6.h, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.VA.7a.ii	
Word Work Phonemic Awareness High-Frequency Words Decodable Reader	Students will: T246-253 ○ Use Response Boards to orally blend sounds. ○ Identify HFWs in text. ○ Read Decodable Reader <i>Mice on Ice</i> fluently to help with comprehension.
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T205A-205N ○ Predict what the story might be about and how it might answer the essential question. ○ Use a graphic organizer to note unfamiliar words or questions they may have. ○ Identify the problem and solution from the text. ○ Identify key details. ○ Identify the author's craft. <i>Reading/Writing Companion</i> p. 52.

Grammar / Mechanics Practice Book	Students will: T221 Identify proper nouns that name a day, month, or holiday.	
Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.RL.KID.3, 2.RL.CS.5, 2.FL.PWR.3.f, 2.FL.SC.6.a, 2.FL.SC.6.h, 2.FL.WC.4.a, 2.FL.VA.7a.i2, .FL.VA.7a.iii		
Word Work Phonics	Students will: T254-257 - Use Word-Building Cards to blend and build words with Soft <i>c</i> and Soft <i>g</i>. - Practice automaticity when reading words with Soft <i>c</i> and Soft <i>g</i>.	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T205A-205N - Reread the anchor text. - Use important details about the characters, setting and plot to summarize the story. - Identify the author's craft. <i>Reading/Writing Companion</i> p. 53.	
Friday	Day 5	Instructional Plan
Student Learning Targets: 2.RL.KID.3, 2.RL.CS.5, 2.W.PDW.5, 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.SC.6.f, 2.FL.SC.6.h, 2.FL.SC.6.a, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.VA.7a.ii		
Word Work Phonics	Students will: T258 Use Word-Building Cards to blend and build words with Soft <i>c</i> and Soft <i>g</i>.	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T205A-250N - Reread the anchor text. - Identify key ideas and details about animals in stories. - Identify the author's craft. <i>Reading/Writing Companion</i> p. 54.	
Writing Process: Revise Reading / Writing Companion	Students will: T212-213 - Practice revising a draft - <i>Reading/Writing Companion</i> p. 31 - Revise their drafts by adding descriptive words and details.	
Spelling Practice Book	Students will: T225 Take the posttest.	

Week 4

✓ Skills Assessed

Unit 2 Week 4	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What can animals in stories teach us?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify author's use of character, setting, plot: Problem and Solution - Make, Confirm, and Revise Predictions about the story - Evaluate Compare and Contrast ✓ Identify and use literary elements	Oral Vocabulary Acquisition: affection crave frustrated nourishment seek Vocabulary Acquisition: Acquire and use academic vocabulary believe delicious feast fond lessons remarkable snatch stories Vocabulary Strategy: ✓ Recognize and understand antonyms Grammar: ✓ Understand and use kinds of nouns: Common, Proper and Collective Nouns ✓ Use capital letters in month and days of the week ✓ Understand and use more plural nouns: Irregular Plural Nouns
Text (s): Teach and Model Interactive Read Aloud: The Fox and the Crane Shared Read: The Boy Who Cried Wolf Practice and Apply Anchor Text: Wolf! Wolf!, Cinderella and Friends Leveled Readers A: The Cat and the Mice O: The Dog and the Bone ELL: The Dog and the Bone B: The Spider and the Honey Tree Genre Passages A: Beware of Tiger! O: The Dingo and His Shadow ELL: The Dingo and His Shadow B: The Girl and the Spider Optional Classroom Library Trade Books The Lion and the Mouse, Fables	Writing Writing process: Revise, Edit, and Publish an expository essay Analytical writing: ✓ Write responses that demonstrate understanding	Speaking and Listening Engage in collaborative discussions Retell "The Fox and the Crane" Present information from a diagram of a wolf food chain
	Foundational Skills Word Work Phoneme Substitution, Segmentation, Blending Identify and Generate Rhyme Phonics: Soft g and c; Consonant digraphs Structural Analysis: Suffixes, Compound Words Use High Frequency Words Handwriting: Strokes That Curve Over, Cursive n. m, Joining letters Week 2: chop, catch, shape, trash, phone, that, sting, thin, bring, while, place, badge seven, isn't early Fluency: Read with Expression, Phrasing	Research and Inquiry Cite Sources Draw and label the animals in the wolf food chain

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.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.d Decode words with common prefixes and suffixes. [7 lessons]

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [9 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.b Form and use frequently occurring irregular plural nouns. [3 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.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [3 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. [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. [3 lessons]

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

2.FL.WC.4.e Consult reference materials, including beginning dictionaries, to check and correct spelling. [1 lesson]

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. [5 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. [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.RL.KID.3 Describe how characters in a story respond to major events and challenges. [6 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. [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. [1 lesson]

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. [1 lesson]

Monday	Day 6	Instructional Plan
Student Learning Targets: 2.RL.KID.2, 2.RL.KID.3, 2.RL.CS.5, 2.RL.IK.7, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.F.5.a, 2.FL.SC.6.b, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.W.PDW.5, 2.W.RW.10, 2.SL.CC.3		
Word Work Phonological Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T260-267 - Listen to words that rhyme and say two more words that rhyme with them. - Identify words with the digraph sounds <i>ch, tch, sh, ph, th, ng, wh</i>. - Identify HFWs in text. - Decodable Reader: <i>Baby Watch</i> read and check for comprehension. - Practice joining cursive letters.	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T205A-205M - Reread the anchor text. - Use words and illustrations to determine how a character is feeling. - Identify and discuss interjections.	
Respond to the Text Reading / Writing Companion	Students will: T205N Analyze the text for deeper understanding. <i>Reading/Writing Companion</i> p. 52-54.	
Writing Process: Revise Reading / Writing Companion	Students will: T212-213 - Practice revising a draft <i>Reading/Writing Companion</i> p. 31. - Revise their drafts by adding descriptive words and details.	
Grammar Practice Book	Students will: T222 Identify irregular plural nouns.	
Spelling Practice Book	Students will: T226 Take the spelling pretest Practice Book p. 145.	
Tuesday	Day 7	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.W.PDW.5, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.WC.4.c, 2.FL.WC.4.e, 2.FL.SC.6, 2.FL.SC.6.b, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.FL.F.5.a		
Word Work Phonics Structural Analysis	Students will: T268-273 - Blend and build words with consonant digraphs. - Identify and read words with suffixes <i>-ful, -less</i>.	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T207A-207D - Thinking about the essential question, compare how the animals in <i>Wolf! Wolf!</i> are like the animals in “Cinderella and Friends”. - Predict what the section “A Tale from China” will be about.	

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 Identify irregular plural nouns.
Expand Vocabulary Practice Book	Students will: T228 Identify the root word and suffixes of action verbs.

Wednesday	Day 8	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.W.PDW.6, 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.SC.6.b, 2.FL.VA.7a.i, 2.FL.VA.7a.iii		
Word Work Phonemic Awareness High-Frequency Words Decodable Reader	Students will: T274-281 - Use Response Boards to orally blend words with consonant digraphs. - Identify HFWs in text. - Decodable Reader: <i>Phil the Chick</i> read and check for comprehension.	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T207A-207D - Reread “Cinderella and Friends” - Compare and contrast the characters’ friends in the different versions of Cinderella. - Identify key details, problem, and solution.	
Author’s Craft Reading / Writing Companion	Students will: T208-209 <i>Reading/Writing Companion</i> p. 59 With a partner, talk about why the author may have organized the text in this way.	
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: T223 Use quotation marks in dialogue to set off the exact words a person says.	
Expand Vocabulary Practice Book	Students will: T229 Identify and use antonyms in sentences.	
Thursday	Day 9	Instructional Plan
Student Learning Targets:		

2.RL.KID.2 , 2.RL.IK1.9, 2.FL.PWR.3.f, 2.FL.WC.4.a, 2.FL.F.5.a, 2.FL.F.5.b, 2.RI.CS.6, 2.FL.SC.6.b, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.W.PDW.6, 2.W.RBPK.8		
Word Work Phonics	Students will: T282-285	Blend and build words with consonant digraphs <i>ch, tch, sh, ph, th, ng, wh</i>.
Fluency Practice Book	Students will: T298	Read the Genre Passage "Fox Gets Help" with purpose and understanding.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T216-217	Continue to edit and proofread expository essay draft.
Make Connections Reading / Writing Companion	Students will: T230	<i>Reading/Writing Companion</i> p. 60 Use text evidence to make connections between a photo and caption and the selections they have read.
Friday	Day 10	Instructional Plan
Student Learning Targets: 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.SC.6.b, 2.FL.VA.7a.i, 2.FL.VA.7a.iii, 2.W.RBPK.8, 2.W.PDW.6		
Word Work Phonics	Students will: T286-287	Use Word-Building Cards to blend and build words with consonant digraphs.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T218-219	- Rewrite expository essay draft. <i>Reading/Writing Companion</i> p. 34-35 Use a rubric to evaluate their writing.
Spelling Practice Book	Students will: T227	Take the spelling posttest.
Research and Inquiry Reading / Writing Companion	Students will: T231	Use the Presenting Checklist to prepare presentations to show and explain their Wolf Food Chain diagrams to the class.
Progress Monitoring	Students will: T320-321	Complete assessments.

✓ Skills Assessed

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Weekly Standards:

2.FL.F.5.a Read grade-level text with purpose and understanding. [13 lessons]

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

2.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [11 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. [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. [5 lessons]

2.FL.SC.6.e Use adjectives and adverbs correctly. [3 lessons]

2.FL.SC.6.j Use an apostrophe to form contractions and frequently occurring possessives. [5 lessons]

2.FL.SC.6.k With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic. [2 lessons]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [3 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. [5 lessons]

2.FL.VA.7a.iv Use knowledge of the meaning of individual words to predict the meaning of compound words. [3 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.7b.i Identify real-life connections between words and their use. [3 lessons]

2.FL.VA.7b.ii Distinguish shades of meaning among closely related words. [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.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [2 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. [3 lessons]

2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song. [23 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. [15 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.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.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [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 as 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]

5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone. [1 lesson]

Monday	Day 1 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.CS.4 , 2.SL.CC.2, 2.SL.CC.3, 2.FL.PWR.3.g, 2.FL.PWR.3.d, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.VA.7b.i, 2.FL.VA.7a.iii, 2.FL.VA.7a.iv, 2.FL.SC.6, 2.FL.SC.6.j, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.WC.4.f, 2.FL.F.5.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T334-335 ○ Discuss the essential question: What do we love about animals? ○ Share with a partner how animals behave using sensory words. ○ <i>Reading/Writing Companion</i> p. 62-63 work in small groups to complete the graphic organizer.
Listening Comprehension Oral Vocabulary Interactive Read Aloud	Students will: T336-337 ○ Learn Oral Vocabulary Words through define/example/ask routine. ○ Identify components of poetry.
Word Work Phonemic Awareness Phonics High Frequency Words Handwriting	Students will: T378-381, T383-385 ○ Listen to words that rhyme and say two more words that rhyme with them. ○ Practice blending words with three-letter blends. ○ Identify HFWs in text. ○ Practice cursive lowercase letters u, w, b, f
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T338-341 ○ Read <i>Cats and Kittens</i>. ○ <i>Reading/Writing Companion</i> p. 64-65 Take notes, interesting words, key details in <i>Cats and Kittens</i>. ○ Work with a partner to make connections between the poems and compare the key details.
Vocabulary Reading / Writing Companion	Students will: T342-343 ○ <i>Reading/Writing Companion</i> p. 68-69 Work with a partner to complete work on vocabulary.
Spelling Reading / Writing Companion	Students will: T372 ○ Take the spelling pretest Practice Book p. 162.
Tuesday	Day 2 Instructional Plan
Student Learning Targets: 2.RL.CS.4 , 2.RI.KID.1, 2.FL.SC.6.k, 2.FL.F.5.b, 2.FL.SC.6, 2.FL.SC.6.j, 2.FL.VA.7b.i, 2.FL.VA.7a.iv, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.W.RBPK.8, 2.W.RBPK.7, 2.W.RW.10	
Strategy Text Structure Skill	Students will: T344-345, 348-349 ○ Listen to can compare rhythms in poems. ○ <i>Reading/Writing Companion</i> p. 72-73 Find key details to identify important information.
Word Work Phonics	Students will: T388-390 ○ Blend and build words with three-letter blends.

Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T346-347, T350-351 ○ Reread <i>Cats and Kittens</i>. ○ Work with a partner to identify lines of poems that rhyme and name the rhyming words. ○ <i>Reading/Writing Companion</i> p. 65-66 ○ Express how the author crafts the story to help you understand what kittens sound like, explain how the poet shows her feelings about camels.
Respond to Reading Reading / Writing Companion	Students will: T352-353 ○ <i>Reading/Writing Companion</i> p. 74 Respond to the prompt How does each poet show what is special about the animals in the poems? by using text evidence.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T356-357 ○ <i>Reading/Writing Companion</i> p. 75 Brainstorm questions about animals to begin research.
Grammar Practice Book	Students will: T370 ○ Add 's to singular nouns to make them possessive.
Fluency	Students will: T354-355 ○ Read orally with accuracy, fluency, appropriate rate and expression.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.FL.SC.6, 2.FL.SC.6.j, 2.FL.VA.7b.i, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.VA.7a.i		
Word Work Phonemic Awareness Phonics High-Frequency Words	Students will: T392-393, 397-399 ○ Use Response Boards to blend words with three-letter blends. ○ Use Word-Building Cards to identify vowels 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: T357A-357C ○ Use the Graphic Organizer to take notes of words they don't understand and questions they may have. ○ <i>Reading/Writing Companion</i> p. 76 Respond to prompt How do the poets arrange the lines to show different visual patterns in the poems?	
Writing: Analyze Expert Model	Students will: T362-363 ○ Identify features of a rhyming poem <i>Reading/Writing Companion</i> p. 84	
Grammar / Mechanics Practice Book	Students will: T371 ○ Use apostrophes to form singular and plural possessive nouns.	
Expand Vocabulary Practice Book	Students will: T375 ○ Orally complete cloze sentences to review words.	

Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.CS.4 , 2.RI.CS.4 , 2.RL.IKI.7, 2.FL.F.5.a, 2.FL.SC.6.k, 2.FL.VA.7b.ii, 2.FL.SC.6, 2.FL.SC.6.j, 2.FL.VA.7b.i, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.VA.7a.i, 2.W.PDW.4, 2.W.PDW.5, 2.W.RBPK.8, 2.W.RW.10		
Word Work Phonics	Students will: T401-402 Blend and build words with three-letter blends.	
Read and Reread the Paired Text (Literature Anthology) Author's Craft Respond to Text	Students will: T359A-359B - Thinking about the essential question, compare how "Gray Goose", Beetles and <i>The Little Turtle</i> are similar and different. - Find rhyming words in the poem. - Identify key details.	
Writing Process: Plan Reading / Writing Companion	Students will: T364-367 <i>Reading/Writing Companion</i> p. 85-87 - Brainstorm ideas for writing a poem about a favorite animal. - Complete sentences to begin writing a poem.	
Friday	Day 5	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.CS.4 , 2.RL.IKI.7, 2.FL.F.5.b, 2.FL.VA.7b.ii, 2.FL.SC.6, 2.FL.SC.6.j, 2.FL.VA.7b.i, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.W.PDW.4, 2.W.RBPK.8, 2.W.RW.10		
Word Work Phonics	Students will: T404 Blend and build words with three-letter blends.	
Writing Process: Draft Reading / Writing Companion	Students will: T368-369 Use rhyme and specific details to write a draft of a poem.	
Spelling Practice Book	Students will: T373 Take the spelling posttest	
Integrate	Students will: T376 <i>Reading/Writing Companion</i> p. 82 Cite text evidence to tell how the poet uses sensory words.	

Week 6

Unit 2 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
Text(s): Reading Digitally: Under the Sea Reader's Theater: The Secret Song Passage 1: Monarch Butterflies on the Move Passage 2: The Fox and the Grapes	Writing	Speaking and Listening
	Writing process: Complete a rhyming poem Share writing and choose a 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	Conduct and present research Choose reliable sources Gather relevant information from digital sources Navigate links

Weekly Standards:

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

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [\[3 lessons\]](#)

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

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. [\[1 lesson\]](#)

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

Monday	Day 1	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.KI.7, 2.RI.KID.2, 2.RI.CS.5 , 2.SL.CC.2, 2.FL.F.5.c, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.VA.7a.i, 2.W.PDW.5, 2.W.RBPK.7		
Reading Digitally OR Reader's Theater	Students will: T444-445 Reading Digitally ○ Learn how to use the interactive features and hyperlinks for the online article "Under the Sea". ○ After rereading the article aloud, discuss scientists' discoveries with partners. ○ Answer questions about the article. ○ Discuss what they learned from previous texts about animal habitats and compare. ○ Respond through discussion: What kinds of animals live in the deep sea? Students will: T446 Reader's Theater ○ Listen as the teacher models the reading of the play. ○ Practice the play with intonation and expression. ○ Perform the play.	
Show What You Learned Reading / Writing Companion	Students will: TT448-449 ○ Use <i>Reading/Writing Companion</i> p. 94-95 and read "Monarch Butterflies on the Move" ○ Visualize as they read the story forming mental pictures of the events. ○ Recall facts as to why this is an expository text. ○ Identify main idea and key details. ○ Answer comprehension questions <i>Reading/Writing Companion</i> p. 96.	
Writing Process: Revise Reading / Writing Companion	Students will: T458-459 ○ Practice revising a draft - <i>Reading/Writing Companion</i> p. 89	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: 2.RI.KID.2, 2.RL.KID.2, 2.RI.CS.5 , 2.SL.CC.2, 2.FL.F.5.c, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.VA.7a.i, 2.W.PDW.5, 2.W.RBPK.7		
Reading Digitally OR 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: T450-451 ○ Use <i>Reading/Writing Companion</i> p. 97-98 and read "The Fox and the Grapes" ○ Recall facts as to why this is a fable. ○ Answer comprehension questions <i>Reading/Writing Companion</i> p. 99.	
Writing Process: Revise Reading / Writing Companion	Students will: T458-459 ○ Continue revising their drafts.	

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.RL.KID.2, 2.RL.IKI.7, 2.RI.KID.1, 2.FL.F.5.c, 2.FL.F.5.a, 2.FL.F.5.b, 2.W.PDW.5		
Extend Your Learning		Students will: T452-454 ○ Use <i>Reading/Writing Companion</i> p. 100 to discuss what a fable is. ○ Complete a graphic organizer <i>Reading/Writing Companion</i> p. 101 ○ Use <i>Reading/Writing Companion</i> p. 102 with a partner to identify the meaning of homographs.
Writing Process: Peer Conferencing Reading / Writing Companion		Students will: T460-461 ○ Practice peer conferencing with a partner – <i>Reading/Writing Companion</i> p. 90 ○ Give feedback to others on their drafts.
Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.RI.IKI.7, 2.FL.F.5.c, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.VA.7a.i, 2.W.RBPK.8, 2.W.PDW.6, 2.SL.CC.3		
Extend Your Learning		Students will: T455-457 ○ Use <i>Reading/Writing Companion</i> p. 103 to create a pet owner book ○ Compare habitats and create a habitat poster <i>Reading/Writing Companion</i> p.104. ○ Write about what you have learned when you read an online article.
Writing Process: Edit and Proofread Reading / Writing Companion		Students will: T462-463 ○ As a class, practice proofreading and editing a poem. ○ Edit draft and list two mistakes found. <i>Reading/Writing Companion</i> p. 91 ○ With a partner, edit and proofread drafts using the editing checklist as a guide.
Friday	Day 5	Instructional Plan
Student Learning Targets: 2.SL.CC.3, 2.W.RBPK.8, 2.SL.CC.3, 2.SL.CC.3, 2.SL.CC.3, 2.W.PDW.6, 2.W.RW.10		
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion		Students will: T463-465 ○ 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 ○ Use <i>Reading/Writing Companion</i> p. 106 to decide on how happy they are with the skills they have learned. ○ Write about something they want to get better at.

Wrap Up the Unit	Students will: T467 ○ Collaborate in small groups to discuss how animals play a part in the world around us.
Summative Assessment	Students will: T478-479 ○ Complete Assessments.

BCS Literacy Vision

Unit 3**Genre Study 1:****Essential Question: How can people help out their community?****Text Sets:**

Read Aloud: Color Your Community

Shared Read: Lighting Lives

Anchor Text: Biblioburro: A True Story from Columbia, Landing on Your Feet

Genre Study 2:**Essential Question: What can we see in the sky?****Text Sets:**

Read Aloud: The Hidden Sun

Shared Read: Starry Night

Anchor Text: Mr. Potter and Tabby See the Stars, Day to Night

Genre Study 3:**Essential Question: How do you express yourself?****Text Sets:**

Read Aloud: Why People Drum

Shared Read: They've Got the Beat!

Anchor Text: Many Ways to Enjoy Music, A Musical Museum

Weeks 1-2



Unit 3 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How can people help out their community?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Understand author's purpose Ask and answer questions about text Demonstrate understanding of time words ✓ Identify and use text features	Oral Vocabulary Acquisition: artist celebration commented community mural Vocabulary Acquisition: Acquire and use academic vocabulary across borrow countryside ideas insists lonely solution villages Vocabulary Strategy: ✓ Identify, explain, and use synonyms Grammar: ✓ Understand and use action verbs ✓ Understand and use present tense verbs
Text(s): Teach and Model Interactive Read Aloud: Color Your Community Shared Read: Lighting Lives Practice and Apply Anchor Text: Biblioburro: A True Story from Columbia, Landing on Your Feet Leveled Readers A: City Communities O: City Communities ELL: City Communities B: City Communities Genre Passages A: Magic Anansi O: Magic Anansi ELL: Magic Anansi B: Magic Anansi Optional Classroom Library Trade Books Fire Fighter!, One Plastic Bag	Writing Writing process: ✓ Plan and draft a personal narrative Analytical writing: ✓ Write responses that demonstrate understanding	Speaking and Listening Engage in collaborative discussions Retell "Color Your Community" Present information about an important person or event in history
	Foundational Skills Word Work: Phonological Awareness: Identify and Generate Rhyme Phonemic Awareness: categorization, blending, isolation Phonics: Words with long a and long i Structural Analysis: Contractions, Open Syllables High Frequency Words Handwriting: Cursive h, k, g, q, j, p, r, s Spelling Words: Week 1: nail, train, main, hay, stay, break, steak, weigh, sleigh, prey, scrape, strange, good, often, two Week 2: light, sight, mind, cry, tie, high, wild, dry, try, lie, hay, steak, begin, those, apart Fluency: Read with Expression and Phrasing	Research and Inquiry Identify and use primary and secondary sources Research and create a history picture book

Weekly Standards

2.FL.F.5.a Read grade-level text with purpose and understanding. [7 lessons]

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

2.FL.PWR.3.b Know spelling-sound correspondences for additional common vowel teams. [9 lessons]

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

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. [14 lessons]

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

2.FL.SC.6.d Form and use the past tense of frequently occurring irregular verbs. [5 lessons]

2.FL.SC.6.k With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic. [1 lesson]

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [12 lessons]

2.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [3 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. [3 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. [3 lessons]

2.FL.VA.7b.ii Distinguish shades of meaning among closely related words. [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. [3 lessons]

2.FL.WC.4.c Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. [3 lessons]

2.FL.WC.4.d Write most common, frequently used words and most irregular words. [3 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. [15 lessons]

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe. [20 lessons]

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [10 lessons]

2.RI.IKI.8 Describe how reasons support specific points an author makes in a text. [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. [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. [22 lessons]

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. [1 lesson]

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.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.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. [1 lesson]

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

Monday	Day 1	Instructional Plan
Student Learning Target: 2.RL.KID.1, 2.RI.CS.5 , 2.SL.CC.3, 2.SL.CC.1, 2.SL.CC.2, 2.FL.PWR.3.a, 2.FL.PWR.3.e, 2.FL.PWR.3.b, 2.FL.PWR.3.g, 22.FL.SC.6.d, 2.FL.WC.4.a, 2.FL.WC.4.f, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.FL.VA.7a.iii, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.PWR.3.f, 2.FL.F.5.a		
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T24-25 ○ Discuss the essential question: How can people help out their community? ○ Share with a partner a community problem. What are some solutions to the problem? ○ <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 narrative nonfiction.	
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T76-83 ○ Listen to words that rhyme and say two more words that rhyme with them. ○ Identify words that have long /a/. a, ai, ay, ea, ei ○ Blend and read words with long a sound. ○ Read sentences with long a sound. ○ Learn contractions 's, 're, 'll, 've. ○ Identify HFWs in text. ○ Decodable Reader: <i>Ray Saves the Play</i>, read and check for comprehension. ○ Read <i>Ray Saves the Play</i> to a partner focusing on fluency. ○ Practice cursive lowercase letters h, k, g, q	
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T28-33 ○ <i>Reading/Writing Companion</i> p. 2-7 Take notes, interesting words and key details in <i>Lighting Lives</i>. ○ Answer Author's Purpose questions p. 3, 4, 5, 6-7 ○ Ask and answer questions p. 4, 6. ○ Find text evidence through photos and captions.	
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 synonyms.	
Grammar Practice Book	Students will: T64-65 ○ Practice Book p. 183 Identify the action verb in sentences	
Spelling Practice Book	Students will: T68-69 ○ Take the spelling pretest Practice Book p. 179.	

Tuesday	Day 2 Instructional Plan
Student Learning Target: 2.RI.CS.5, 2.RI.CS.6, 2.RI.IKI.8, 2.RL.KID.1, 2.RI.IKI.7, 2.FL.SC.6.k, 2.FL.F.5.c, 2.FL.F.5.a, 2.FL.F.5.b, 2.FL.SC.6.d, 2.FL.PWR.3.a, 2.FL.WC.4.a, 2.FL.F.5.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.v, 2.FL.VA.7a.iii, 2.FL.PWR.3.b, 2.FL.PWR.3.f, 2.W.RBPK.8, 2.W.RBPK.7, 2.W.RW.10	
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>Lighting Lives</i>. Ask and answer questions. P. 10 ○ Identify text features (photos and captions) in <i>Lighting Lives</i>. ○ Review author's purpose 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 what life was like for Debby, explain how author uses punctuation to show excitement, how does the author help you understand how solar energy is used, explain what lighting up people's lives means to Debby.
Word Work Phonics Structural Analysis	Students will: T86-89 ○ Listen for medial and final long /a/ sound. ○ Review long /a/ sound-a, ai, ay, ea, ei ○ Using Word Building Cards, blend the sounds to say long a words. ○ Using Word Building Cards, change beginning, or ending sounds to make new words. ○ Write contractions using 's, 're, 'll, 've. ○ Read Decodable <i>The Great Plains</i> (sounding out words and with fluency reading HFWs. ○ Answer comprehension questions on <i>The Great Plains</i>.
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 how Debby Tewa "is lighting up people's lives"? by using text evidence.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T48-49 ○ <i>Reading/Writing Companion</i> p. 15 Identify what is a primary and secondary source.
Grammar Practice Book	Students will: T64 ○ Act out action verbs. ○ Find action verbs in sentences.

Wednesday	Day 3 Instructional Plan
Student Learning Target: 2.RL.KID.1, 2.RI.CS.6, 2.RI.IKI.8, 2.FL.SC.6.d, 2.FL.PWR.3.a, 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.FL.PWR.3.b, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.F.5.a	
Word Work Phonemic Awareness	Students will: T90-91, 95-97 ○ Blend sounds together.

Phonics High-Frequency Words Decodable Reader	○ Learn new sound for long a: eigh, ey. ○ Blend words with long a: a, ai, ay, ea, ei, eigh, ey ○ Delete ending sound or change beginning sounds. ○ Form contractions using 's, 're, 'll, 've ○ Identify HFWs in text. ○ Read Decodable Reader <i>Eight is Great</i> fluently to help with comprehension.	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T49A-49K ○ (after teacher tells them they will read about a man who brings books to people who do not have any), predict how the story will answer the essential question. ○ Use illustrations to better understand the story. ○ Ask and answer comprehension questions. ○ Identify the author's purpose and craft (word choice). ○ Identify main topic and key details.	
Grammar/Mechanics Practice Book	Students will: T65 ○ Identify important words vs articles, conjunctions, and prepositions in the title of books. Practice Book, p. 185.	
Expand Vocabulary Practice Book	Students will: T73 ○ Orally complete cloze sentences to review words.	
Thursday	Day 4	Instructional Plan
Student Learning Target: 2.RL.KID.1, 2.RI.CS.6 , 2.RI.IKI.8, 2.FL.SC.6.d, 2.FL.PWR.3.a, 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.FL.PWR.3.f, 2.FL.F.5.a		
Word Work Phonics	Students will: T99-100 ○ Use Word Building Cards to blend long a words. ○ Read the Decodable Reader <i>What a Day!</i> sounding out decodable words and reading HFWs quickly. (optional)	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T49A-49L ○ Ask and answer comprehension questions. ○ Identify the author's purpose. ○ Build vocabulary ○ Identify synonyms ○ Meet the author - determine why she wrote this story. ○ Analyze the text for a deeper understanding. ○ Write about the text <i>Reading/Writing Companion</i>	
Friday	Day 5	Instructional Plan
Student Learning Target: 2.RI.CS.6 , 2.RI.IKI.8, 2.RL.KID.1, 2.RI.CS.5 , 2.RI.IKI.7, 2.FL.SC.6.d, 2.FL.VA.7a.i, 2.FL.PWR.3.a, 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.FL.F.5.a, 2.FL.PWR.3.f, 2.FL.PWR.3.b, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c		

Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T49A-49K ○ Use illustrations to understand Luis's idea and what it was like to travel to the villages <i>Reading/Writing Companion</i> p. 16-17.
Writing Process: Expert Model Reading / Writing Companion	Students will: T56-57 ○ Identify features of a personal narrative <i>Reading/Writing Companion</i> p. 26.
Spelling Practice Book	Students will: T69 ○ Take the spelling posttest.

Weekly Standards

2.FL.F.5.a Read grade-level text with purpose and understanding. **[5 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. **[10 lessons]**

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

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

2.FL.SC.6.d Form and use the past tense of frequently occurring irregular verbs. **[3 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.7b.ii Distinguish shades of meaning among closely related words. **[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. **[3 lessons]**

2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe. **[8 lessons]**

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

2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic. **[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. **[8 lessons]**

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

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.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. **[5 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.CS.6 , 2.RI.IKI.8, 2.FL.SC.6, 2.FL.SC.6.d, 2.FL.PWR.3.a, 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.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.F.5.a, 2.FL.WC.4.f, 2.W.RBP.8, 2.W.PDW.4, 2.W.RW.10	
Word Work Phonological Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T104-111 ○ Listen and practice for the long /i/ sound. ○ Blend words with long i: l, y, igh, ie ○ Identify the open syllable in words. (optional) ○ Read HFWs in connected text. ○ Read Decodable Reader <i>High in the Sky</i> focusing on long /i/ sounds in words and comprehension. ○ Practice cursive lowercase letters j, p, r, s
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T49A-49K ○ Use illustrations to explain what clues the author uses to show how the children felt about the books <i>Reading/Writing Companion</i> p. 18 ○ Explain why the author uses repetition.
Respond to the Text Reading / Writing Companion	Students will: T50-51 ○ <i>Reading/Writing Companion</i> p. 55 Respond to prompt How does the author use illustrations to show the difficulty of Luis's journey.
Writing Process: Plan Reading / Writing Companion	Students will: T58-59 ○ Brainstorm ideas for writing a personal narrative about a time they helped others. ○ Complete sentences to begin writing a personal narrative.
Grammar Practice Book	Students will: T66 ○ Identify which sentence in the present tense. Practice Book p. 200.
Spelling Practice Book	Students will: T70 ○ Take the spelling pretest.
Tuesday	Day 7 Instructional Plan
Student Learning Targets: 2.RL.KID.3, 2.FL.SC.6, 2.FL.SC.6.d, 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.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.W.PDW.4, 2.W.RW.10	
Word Work Phonics Structural Analysis	Students will: T114-116 ○ Blend and build words with long i: l, y, igh, ie ○ Clap syllables and identify the open syllables. ○ Read Decodable Reader <i>High in the Sky</i> using skills learned with long i words. Check for comprehension.
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T51A-51D ○ Thinking about the essential question, compare how <i>Biblioburro</i> and "Landing on Your Feet" are similar and different.

	○ Ask and answer questions.
Writing Process: Plan Reading / Writing Companion	Students will: T60-61 ○ <i>Reading/Writing Companion</i> p. 29 Identify the importance of using sequencing words when writing a personal narrative.
Grammar Practice Book	Students will: T66 ○ Identify when the action takes place in sentences. Practice Book p. 201.
Expand Vocabulary Practice Book	Students will: T72 ○ Partner with another student and make homophone pairs. Practice Book p. 206.

Wednesday	Day 8	Instructional Plan
Student Learning Targets: 2.RL.KID.3, 2.FL.SC.6, 2.FL.SC.6.d, 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.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.W.PDW.4, 2.W.RW.10		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T118-125 ○ Use sound boards listen and place a marker for each sound you hear. Blend sounds together to form the word. ○ Listen for long a and long i. ○ Blend words with long i: l, y, igh, ie. ○ Read HFWs in connected text. ○ Read Decodable <i>A Bright Flight</i> sounding out decodable words and reading HFWs fluently in order to answer comprehension questions.	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T51A-51D ○ Reread “Landing on Your Feet” ○ Identify the author’s craft.	
Author’s Craft Reading / Writing Companion	Students will: T52-53 ○ <i>Reading/Writing Companion</i> p. 23 Work with a partner to identify words or phrases that tell about Dad hurting his ankle.	
Writing Process: Draft Reading / Writing Companion	Students will: T62-63 ○ Use a sequence chart to describe events when writing a draft of a personal narrative.	
Grammar Practice Book	Students will: T67 ○ Identify the list of things in a sentence and punctuate with commas.	
Expand Vocabulary Practice Book	Students will: T73 ○ Partner with another student to find synonyms.	

Thursday	Day 9	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RI.IKI.9, 2.FL.F.5.b, 2.FL.SC.6, 2.FL.SC.6.d, 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.FL.PWR.3.a, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.W.PDW.4, 2.W.RW.10		
Word Work Phonics	Students will: T127-128 - Using Word Building Cards, blend and build words with long i: l, y, igh, ie. - Read Decodable <i>A Bright Flight</i> sounding out decodable words and reading HFWs fluently.	
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 a personal narrative.	
Make Connections Reading / Writing Companion	Students will: T74 <i>Reading/Writing Companion</i> p. 24 Use text evidence to make connections between poems they have read.	
Friday	Day 10	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.FL.SC.6, 2.FL.SC.6.d, 2.FL.PWR.3.a, 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.FL.PWR.3.f, 2.FL.PWR.3.b, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.W.RBPK.8, 2.W.PDW.6, 2.W.PDW.4, 2.W.RW.10		
Word Work Phonics	Students will: T130 Blend and Build words with long i: l, y, igh, ie.	
Writing Process: Draft Reading / Writing Companion	Students will: T62-63 Use sequencing to continue writing a draft of a personal narrative.	
Spelling Practice Book	Students will: T71 Take spelling posttest.	
Research and Inquiry Reading / Writing Companion	Students will: T75 <i>Reading/Writing Companion</i> p. 25 Work with a partner, plan a presentation. - Participate in presentation with a partner.	
Progress Monitoring	Students will: T164-165 Complete assessments	

Weeks 3-4



Weeks 3-4			Skills Assessed
Unit 3 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development	
Essential Question: What can we see in the sky?	Cite relevant evidence from text ☒ Make inferences to support understanding ☒ Understand the author's use of sequence in the story's plot Reread to monitor comprehension Evaluate heads and subheads ☒ Identify and use literary elements	Oral Vocabulary Acquisition: exactly present reports telescopes total Vocabulary Acquisition: Acquire and use academic vocabulary adventure delighted dreamed enjoyed grumbled moonlight neighbor nighttime Vocabulary Strategy: ☒ Recognize and understand compound words Grammar: ☒ Understand and use part- and future-tense verbs ☒ Understand and use subject-verb agreement	
Text(s): Teach and Model Interactive Read Aloud: The Hidden Sun Shared Read: Starry Night Practice and Apply Anchor Text: Mr. Putter and Tabby See the Stars, Day to Night Leveled Readers A: A Special Sunset O: A Different Set of Stars ELL: A Different Set of Stars B: Shadows in the Sky Genre Passages A: Shadows and Sundials O: Stars ELL: Stars B: Eclipses Optional Classroom Library Trade Books Henry and Mudge and the Starry Night, How Many Stars in the Sky?	Writing	Speaking and Listening	
	Writing process: Revise, edit, and publish a personal narrative Analytical writing: ☒ Write responses that demonstrate understanding	Engage in collaborative discussions Retell "The Hidden Sun" Present information about one phase of the moon	
	Foundational Skills	Research and Inquiry	
	Word Work Phonological Awareness: Identify syllables Phoneme Awareness: Deletion, Substitution, Addition, Blending, Categorization Phonics: Long o: o, oa, ow, oe; Long e: e, ee, ea, ie, y, ey, e_e Structural Analysis: Contractions, Plurals Use High Frequency Words Handwriting: Cursive y, z, v, x; Letter/Word Spacing Spelling Words: Week 1: told, most, float, coat, toast, grow, mow, show, Joe, toe, light, mind, only, our, who Week 2: we, bee, need, queen, mean, leaf, thief, chief, pony, keys, grow, toe, after, every, special Fluency: Read fluently with intonation and expression	Develop a research plan to locate information Research and write a short report about one phase of the Moon; draw and label a picture of this phase.	

Weekly Standards:

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

2.FL.F.5.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **[4 lessons]**

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

2.FL.PWR.3.f Recognize and read grade-appropriate irregularly spelled words. **[12 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.SC.6.d Form and use the past tense of frequently occurring irregular verbs. **[3 lessons]**

2.FL.SC.6.k With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic. **[1 lesson]**

2.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. **[9 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.iv Use knowledge of the meaning of individual words to predict the meaning of compound words. **[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.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **[4 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. **[2 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. **[8 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.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **[17 lessons]**

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

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. **[1 lesson]**

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **[12 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. **[3 lessons]**

2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings. **[2 lessons]**

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. **[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. **[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. **[1 lesson]**

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

Monday	Day 1	Instructional Plan
Student Learning Targets: 2.RL.IK.7, 2.SL.CC.1, 2.SL.CC.3, 2.FL.PWR.3.f, 2.FL.PWR.3.g, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.SL.PK.5, 2.FL.SC.6, 2.FL.SC.6.d, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.WC.4.a, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.WC.4.f		
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T180-181 - Discuss the essential question: What can we see in the sky? <i>Reading/Writing Companion</i> p. 36-37 Share with a partner things they might see in the sky.	
Listening Comprehension Interactive Read Aloud	Students will: T182-183 - Learn Oral Vocabulary Words through define/example/ask routine. - Identify components of fiction.	
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T232-239 - Delete sounds in a word to create a new word. - Connect the letters <i>o</i>, <i>oa</i>, <i>ow</i>, <i>oe</i> to the long <i>o</i> sound. - Blend long <i>o</i> words. - Identify HFWs in text. - Decodable Reader: <i>Three Goats and a Troll</i>, read and check for comprehension. - Practice cursive lowercase letters <i>y</i>, <i>z</i>, <i>v</i>, <i>x</i>.	
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T184-189 <i>Reading/Writing Companion</i> p. 36 Take notes, interesting words, and key details in <i>Starry Night</i>. - Answer text evidence questions p. 39-43 - Identify point of view and compound words.	
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 text evidence to find compound words.	
Grammar Practice Book	Students will: T220 Identify past and future tense verbs.	
Spelling Practice Book	Students will: T224 Take the spelling pretest Practice Book p. 213.	
Tuesday	Day 2	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.RL.CS.6 , 2.RL.KID.32, .RL.KID.2, 2.RI.KID.1, 2.FL.SC.6.k, 2.FL.SC.62, .FL.SC.6.d, 2.FL.WC.4.a, 2.FL.VA.7a.i2.FL.VA.7a.ii, 2.FL.VA.7a.iii2.FL.PWR.3.f, 2.FL.F.5.a, 2.FL.F.5.c, 2.FL.F.5.b, 2.W.RBP.8, 2.W.RBP.7, 2.W.PDW.4, 2.W.RW.10		
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading	Students will: T192-199 Reread <i>Starry Night</i>.	

Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	○ <i>Reading/Writing Companion</i> p. 46 Explain what a telescope helps you do. ○ Identify point of view of characters. <i>Reading/Writing Companion</i> p. 47 ○ Work with a partner to complete the graphic organizer for “Starry Night”. ○ Express how the author crafts the story to answer questions.
Word Work Phonics Structural Analysis	Students will: T242-244 ○ Blend and build words with long o: o, oa, ow, oe ○ Write contractions with <i>not</i>.
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 the sleepover was different from what the girls expected? by using text evidence.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T204-205 ○ <i>Reading/Writing Companion</i> p. 51 Create a research plan for Moon Phase Report.
Grammar Practice Book	Students will: T220 ○ Review past and future tense verbs.

Wednesday	Day 3	Instructional Plan
Student Learning Targets: 2.RL.CS.5, 2.RI.KID.1, 2.FL.SC.6.d, 2.FL.SC.6, 2.FL.SC.6.d, 2.FL.WC.4.a2.FL.VA.7a.i, 2.FL.VA.7a.ii2.FL.VA.7a.iii2.FL.VA.7a.iv, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.F.5.a		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T246-253 ○ Add sounds to words to create new words. ○ Use Word-Building Cards to identify vowels sounds in words. ○ Identify HFWs in text. ○ Read Decodable Reader <i>A Rose Grows</i> fluently to help with comprehension.	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T205A-205K ○ (after teacher tells them they will read about a man and his cat and what they see in the nighttime sky), predict how the story will help answer the essential question. ○ Identify the order of events in a story. ○ Identify the problem and solution.	
Grammar / Mechanics Practice Book	Students will: T221 ○ Write a letter with correct punctuation.	
Expand Vocabulary Practice Book	Students will: T229 ○ Orally complete cloze sentences to review words.	

Thursday	Day 4	Instructional Plan
Student Learning Targets: 2.RL.CS.5, 2.RI.KID.1, 2.FL.SC.6, 2.FL.SC.6.d, 2.FL.WC.4.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.iv, 2.FL.PWR.3.f, 2.FL.F.5.a		
Word Work Phonics	Students will: T255-256 Blend and build words with long o: o, oa, ow, oe	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T205A-205L - Identify the order of events in a story. - Identify the problem and solution.	
Friday	Day 5	Instructional Plan
Student Learning Targets: 2.RL.CS.5, 2.RI.KID.1, 2.W.PDW.5, 2.FL.SC.6, 2.FL.SC.6.d, 2.FL.WC.4.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.VA.7a.iv, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c		
Word Work Phonics	Students will: T258 Blend and build words with long o: o, oa, ow, oe	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T205A-205K - Reread <i>Mr. Putter U Tabby See the Stars</i>. <i>Reading/Writing Companion</i> p. 52 Make inferences. - Explain how repetition helps them understand feelings in the story.	
Writing Process: Revise Reading / Writing Companion	Students will: T212-213 - Practice revising a draft <i>Reading/Writing Companion</i> p. 31. - Revise their drafts by focusing on their conclusions.	
Spelling Practice Book	Students will: T225 Take the spelling pretest Practice Book p. 213.	

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. **[6 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.f Recognize and read grade-appropriate irregularly spelled words. **[13 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. **[4 lessons]**

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. **[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.iv Use knowledge of the meaning of individual words to predict the meaning of compound 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. **[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. **[4 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.e Consult reference materials, including beginning dictionaries, to check and correct spelling. **[1 lesson]**

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

2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic. **[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.4 Describe how words and phrases supply meaning in a story, poem, or song. **[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. **[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. **[2 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. **[6 lessons]**

2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **[4 lessons]**

2.RL.KID.3 Describe how characters in a story respond to major events and challenges. **[1 lesson]**

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.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. **[1 lesson]**

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. **[2 lessons]**

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.CS.5, 2.RI.KID.1, 2.RL.KID.1, 2.SL.CC.3, 2.FL.SC.6, 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.iv, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.W.RW.10	
Word Work Phonological Awareness Phonics High-Frequency Words Decodable Reader Handwriting	Students will: T260-267 ○ Clap syllables and identify the number of syllables. ○ Connect the long e sound to the letters e, ee, ea, ie, y, ey, e_e ○ Blend long e words. ○ Identify HFWs in text. ○ Decodable Reader: "It Won't Be Easy!" Read and check for comprehension.
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T205A-205K ○ Reread <i>Mr. Putter & Tabby See the Stars!</i>. ○ <i>Reading/Writing Companion</i> p. 53-54 Identify the Author's Purpose and Craft.
Respond to the Text Reading / Writing Companion	Students will: T205L ○ Summarize and analyze the text for deeper understanding.
Writing Process: Revise Reading / Writing Companion	Students will: T212-213 ○ Continue revising their drafts.
Grammar Practice Book	Students will: T222 ○ Use correct verbs for subject-verb agreement.
Spelling Practice Book	Students will: T226 ○ Take the spelling pretest Practice Book p. 230.
Tuesday	Day 7 Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.FL.SC.6, 2.FL.SC.6.f, 2.FL.WC.4.e, 2.FL.WC.4.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.W.PDW.5	
Word Work Phonics Structural Analysis	Students will: T269-272 ○ Blend and build words with long e: e, ee, ea, ie, y, ey, e_e ○ Practice plurals with -s and -es.
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T207A-207B ○ Thinking about the essential question, tell how the information in "Day to Night" can explain what Mr. Putter sees in the nighttime sky and how the texts are alike and different. ○ Identify key details. ○ Use diagrams to understand the text.
Writing Process: Peer Conferencing	Students will: T214-215

Reading / Writing Companion	- 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 Review subject-verb agreement.
Expand Vocabulary Practice Book	Students will: T228 Identify the meaning of multiple-meaning words.

Wednesday	Day 8	Instructional Plan
Student Learning Targets: 2.RL.KID.1, 2.FL.SC.6, 2.FL.SC.6.f, 2.FL.WC.4.a, 2.FL.WC.4.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.FL.F.5.a, 2.W.PDW.6		
Word Work Phonemic Awareness Phonics High-Frequency Words Decodable Reader	Students will: T274-281 - Add sounds to words to create new words. - Use Word-Building Cards to identify vowel sounds in words. - Identify HFWs in text. - Read Decodable Reader <i>A Rose Grows</i> fluently to help with comprehension.	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T207A-207B - Reread “Day to Night”. - Identify author’s purpose and craft.	
Author’s Craft Reading / Writing Companion	Students will: T208-209 <i>Reading/Writing Companion</i> p. 59 Identify section headings in text.	
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: T223 Write name and address abbreviations correctly.	
Expand Vocabulary Practice Book	Students will: T229 Identify the meaning of compound words.	

Thursday	Day 9	Instructional Plan
Student Learning Targets: 2.RI.KI.9, 2.RI.CS.5 , 2.FL.F.5.b, 2.FL.SC.6, 2.FL.SC.6.f, 2.FL.WC.4.a, 2.FL.WC.4.a, 2.FL.VA.7a.i, 2.FL.VA.7a.ii, 2.FL.VA.7a.iii, 2.FL.PWR.3.f, 2.FL.F.5.a, 2.W.RBPK.8, 2.W.PDW.6		
Word Work Phonics		Students will: T283-284 Blend and build words with long e: e, ee, ea, ie, y, ey, e_e
Fluency Practice Book		Students will: T285 Read orally with accuracy, fluency, appropriate rate and expression.
Writing Process: Edit and Proofread Reading / Writing Companion		Students will: T216-217 Continue to edit and proofread their personal narrative drafts.
Make Connections Reading / Writing Companion		Students will: T230 <i>Reading/Writing Companion</i> p. 60 Use text evidence to make connections between an image and selections they have read.
Friday	Day 10	Instructional Plan
Student Learning Targets: 2.RI.KID.1, 2.FL.SC.6, 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.PWR.3.f, 2.FL.WC.4.d, 2.FL.WC.4.c, 2.W.RBPK.8, 2.W.PDW.6		
Word Work Phonics		Students will: T286 Blend and build words with long e: e, ee, ea, ie, y, ey, e_e
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion		Students will: T213-219 - Publish draft with illustrations. - Present published work. <i>Reading/Writing Companion</i> p. 34-35 Reflect on their progress as writers. - Set writing goals for future work.
Spelling Practice Book		Students will: T227 Take the spelling posttest.
Research and Inquiry Reading / Writing Companion		Students will: T231 Use the Presenting Checklist to prepare presentations to present their Moon Phase Report to the class.
Progress Monitoring		Students will: T320-321 Complete assessments.