



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Friends and Family-How do families and friends learn, grow, and help one another?			INSTRUCTIONAL WINDOW: 8/26/19-10/4/19	
WEEK 1	WEEKLY CONCEPT: Friends Help Friends		ESSENTIAL QUESTION: How do friends depend on each other?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.3 RF.2.4 RF.2.4a RL.2.1 RL.2.4 RL.2.7 RL.2.10 SL.2.1 SL.2.1a SL.2.2 SL.2.3	Title: "The New Kid" Genre: Fiction/Fantasy Strategy: Visualize	SHORT TEXT Little Flap Learns to Fly (390) Genre: Fiction/Fantasy Strategy: Visualize Skill: Key Details	Strategy: Visualize Skill: Key Details MAIN SELECTION Title: Help! A Story of Friendship (410) Genre: Fiction/Fantasy PAIRED SELECTION Title: "Crayons" Genre: Poetry	Strategy: Visualize Skill: Key Details MAIN SELECTIONS Genre: Fantasy Titles: A: Cat and Dog/"Uncle Max and I" (230) O: The Quest/"Together" (340) E: The Quest/"It Takes a Friend" (300) B: Class Pets/"What Friends Do" (500)	Reading/Writing Workshop: Genre Literature Anthology: Connection of Ideas; Genre; Specific Vocabulary
L.1.4c L.2.4 L.2.5 L.2.5a	VOCABULARY	Vocabulary Words: actions, afraid, depend, nervously, peered, perfectly, rescue, secret Additional Domain Words: hedgehog, prickles Additional Academic Words: characters, events, evidence, Vocabulary Strategy: Inflectional Endings High Frequency Words: ball, blue, both, even, for, help, put, there, why, yellow Oral Vocabulary Words: awkward, outrageous, panic, relief, squawked			
L.2.2 L.2.2d L.2.4 L.2.4c RF.2.3 RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Blending; Phoneme Categorization; Phoneme Segmentation Phonics/Spelling Skill: short a, i Structural Analysis: Plural Nouns: -s, -es			
L.2.4 L.2.4a L.2.4b	FLUENCY	Fluency Skill: Expression	ASSESSMENTS Weekly Formative Assessments		
W.2.3 W.2.5 W.2.4	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter, Personal Narrative Writing Trait: Ideas: Focus on an Event Write About Reading: Analyze Key Details			
L.2.1 L.2.2	GRAMMAR	Grammar Skill: Statements and Questions Grammar Mechanics: Sentence Capitalization/Punctuation	PLC Focus		
SL.2.1 W.2.7 W.2.8	Research	Weekly: How do friends support and depend on one another?			



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UNIT 1	BIG IDEA: Friends and Family-How do families and friends learn, grow, and help one another?			INSTRUCTIONAL WINDOW: 8/26/19-10/4/19	
WEEK 2	WEEKLY CONCEPT: Families Around the World		ESSENTIAL QUESTION: How are families around the world the same and different?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.3 RF.2.4 RF.2.4a RL.2.1 RL.2.3 RL.2.5 RL.2.7 SL.2.1 SL.2.1a SL.2.2 SL.2.3	Title: "Dinner at Alejandro's" Genre: Fiction Strategy: Visualize	SHORT TEXT Maria Celebrates Brazil (460) Genre: Fiction/Realistic Fiction Strategy: Visualize Skill: Character, Setting, Events	Strategy: Visualize Skill: Character, Setting, Events MAIN SELECTION Genre: Fiction Title: Big Red Lollipop (410) PAIRED SELECTION Genre: Informational Text Title: "A Look at Families" (480)	Strategy: Visualize Skill: Character, Setting, Events MAIN SELECTIONS Genre: Informational Text Titles: A: Music in My Family/"Making Music" (250) O: Happy New Year!"New Year's Eve" (350) E: Happy New Year!"New Year's Eve" (300) B: I'm Down Under/"Families Around the World" (560)	Reading/Writing Workshop: Connections of Ideas Literature Anthology: Lack of Prior Knowledge; Connections of Ideas; Purpose; Specific Vocabulary
L.2.4 L.2.4c L.2.5 L.2.5a RF.2.3 RF.2.3f RI.2.4	VOCABULARY	Vocabulary Words: aside, culture, fair, invited, language, plead, scurries, share Additional Domain Words: musical, triangle Additional Academic Words: compare, exclamation, setting, Vocabulary Strategy: Root Words High Frequency Words: could, find, funny, green, how, little, one, or, see, sounds Oral Vocabulary Words: colorful, confusing, noticed, overflowing, tasty			
L.2.2 L.2.2d L.2.4 L.2.4c RF.2.3 RF.2.3d RF.2.3f RF.2.4	PHONICS/SPELLING	Phonemic Awareness: Identify and Generate Rhymes; Phoneme Isolation; Phoneme Blending; Phoneme Segmentation Phonics/Spelling Skill: Short e, o, u Structural Analysis: Inflectional Endings: -s, -es			
L.2.4 L.2.4a RF.2.4 RF.2.4b	FLUENCY	Fluency Skill: Expression		ASSESSMENTS Weekly Formative Assessments	
W.2.3 W.2.5 W.2.8 W.2.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter, Personal Narrative Writing Trait: Organization: Strong Openings Write About Reading: Analyze Story Structure Using Text Evidence			
L.2.1 L.2.2	GRAMMAR	Grammar Skill: Commands and Exclamations Grammar Mechanics: Sentence Capitalization/Punctuation		PLC Focus	
SL.2.1 W.2.7	Research	Weekly: How are celebrations, food, clothing and sports the same and different around the world?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Friends and Family-How do families and friends learn, grow, and help one another?			INSTRUCTIONAL WINDOW: 8/26/19-10/4/19	
WEEK 3	WEEKLY CONCEPT: Pets are Our Friends		ESSENTIAL QUESTION: How can a pet be an important friend?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.3 RF.2.4 RF.2.4a RL.2.1 RL.2.3 RL.2.5 RL.2.7 SL.2.1 SL.2.1a SL.2.2 SL.2.3	Title: "My Partner and Friend" Genre: Fiction Strategy: Ask and Answer Questions	SHORT TEXT Finding Cal (410) Genre: Fiction Strategy: Ask and Answer Questions Skill: Character, Setting, Events: Use Illustrations	Strategy: Ask and Answer Questions Skill: Character, Setting, Events: Use Illustrations MAIN SELECTION Genre: Fiction Title: Not Norman (450) PAIRED SELECTION Genre: Poetry Title: "My Puppy" (NP)	Strategy: Ask and Answer Questions Skill: Key Details: Use Illustrations MAIN SELECTIONS Genre: Fiction Titles: A: Too Many Pets?/"My Dog Loves Me" (240) O: A New Home For Henry/"My Best Friend Forever" (450) E: A New Home For Henry/"Hoppy" (350) B: Hello, Koko!/"Who is My Best Friend?" (510)	Reading/Writing Workshop: Genre Literature Anthology: Purpose; Specific Vocabulary
L.2.4 L.2.4a L.2.4c L.2.5 L.2.5a	VOCABULARY	Vocabulary Words: decide, different, friendship, glance, proper, relationship, stares, trade Additional Domain Words: goldfish Additional Academic Words: closing, greeting, rhyming Vocabulary Strategy: Sentence Clues High Frequency Words: boy, by, girl, he, here, she, small, want, were, what Oral Vocabulary Words: apologized, gazed, partner, rummaged, scent			
L.2.2 L.2.2d RF.2.3 RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	PHONICS/SPELLING	Phonemic Awareness: Phoneme Categorization; Phoneme Substitution; Phoneme Blending Phonics/Spelling Skill: 2-letter blends (r, s, t, l) Structural Analysis: Closed Syllables			
L.2.4 L.2.4a RF.2.4 RF.2.4a RF.2.4b	FLUENCY	Fluency Skill: Intonation	ASSESSMENTS Weekly Formative Assessments		
W.2.3 W.2.5 W.2.6 W.2.8	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter, Personal Narrative Writing Trait: Word Choice: Precise Language Write About Reading: Analyze Story Structure			
L.2.1 L.2.2 L.2.2b	GRAMMAR	Grammar Skill: Subjects Grammar Mechanics: Letter Punctuation	PLC Focus		
SL.2.1 W.2.7	Research	Weekly: What makes an animal a good pet?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Friends and Family-How do families and friends learn, grow, and help one another?			INSTRUCTIONAL WINDOW: 8/26/19-10/4/19	
WEEK 4	WEEKLY CONCEPT: Animals Need Our Care		ESSENTIAL QUESTION: How do we care for animals?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.3 RF.2.3a RF.2.4 RF.2.4a RI.2.1 RI.2.5 RI.2.8 RL.2.1 SL.2.1 SL.2.1b SL.2.2 SL.2.3	Title: "All Kinds of Vets" Genre: Informational Text Strategy: Ask and Answer Questions	SHORT TEXT Taking Care of Pepper (520) Genre: Informational Text/ Nonfiction Narrative Strategy: Ask and Answer Questions Skill: Key Details: Use Photos Text Features: Photos, Captions	Strategy: Ask and Answer Questions Skill: Key Details: Use Photos MAIN SELECTION Genre: Informational Text Title: Lola and Tiva: An Unlikely Friendship (630) PAIRED SELECTION Genre: Informational Text: Interview Title: "Animal Needs" (430)	Strategy: Ask and Answer Questions Skill: Key Details: Use Photos MAIN SELECTIONS Genre: Informational Text Titles: A: People Helping Whales/"Working With Animals" (240) O: People Helping Whales/"Working With Animals" (550) E: People Helping Whales/"Working With Animals" (470) B: People Helping Whales/"Working With Animals" (610)	Reading/Writing Workshop: Genre; Purpose Literature Anthology: Lack of Prior Knowledge; Specific Vocabulary
L.2.4 L.2.4c L.2.5 L.2.5a RI.2.4	VOCABULARY	Vocabulary Words: allowed, care, excited, needs, roam, safe, wandered, wild Additional Domain Words: conservancy, rhino Additional Academic Words: categorize, organization, sequence, subject Vocabulary Strategy: Root Words High Frequency Words: another, done, into, move, now, show, too, water, year, your Oral Vocabulary Words: duty, equipment, profession, satisfaction, thorough			
L.2.2 L.2.2d L.2.4 L.2.4a RF.2.3 RF.2.3a RF.2.3d RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Segmentation; Phoneme Categorization; Phoneme Blending Phonics/Spelling Skill: short a, long a: a_e Structural Analysis: Inflectional Endings: -ed, ing			
RF.2.4 RF.2.4b	FLUENCY	Fluency Skill: Intonation		ASSESSMENTS Weekly Formative Assessments	
W.2.2 W.2.5 W.2.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter, Personal Narrative Writing Trait: Organization: Sequence Write About Reading: Analyze Key Details			
L.2.1 L.2.2	GRAMMAR	Grammar Skill: Predicates Grammar Mechanics: Commas in a Sequence		PLC Focus	
SL.2.1 W.2.7	Research	Weekly: What are the basic needs of animals?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Friends and Family-How do families and friends learn, grow, and help one another?			INSTRUCTIONAL WINDOW: 8/26/19-10/4/19	
WEEK 5	WEEKLY CONCEPT: Families Working Together		ESSENTIAL QUESTION: What happens when families work together?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.4 RF.2.4a RI.2.1 RI.2.2 RI.2.2 RI.2.5 RI.2.7 SL.2.1 SL.2.1a SL.2.2 SL.2.3	<p>Title: "Families Today"</p> <p>Genre: Informational Text</p> <p>Strategy: Ask and Answer Questions</p>	<p>SHORT TEXT Families Work! (500)</p> <p>Genre: Informational Text/Time For Kids</p> <p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Text Features: Photos, Captions, Chart</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>MAIN SELECTION Genre: Informational Text/Time For Kids</p> <p>Title: Families Working Together (560)</p> <p>PAIRED SELECTION Genre: Informational Text Title: "Why We Work" (510)</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>MAIN SELECTIONS Genre: Informational Text</p> <p>Titles: A: Families at Work/"A Family Sawmill" (300) O: Families at Work/"A Family Sawmill" (400) E: Families at Work/"A Family Sawmill" (370) B: Families at Work/"A Family Sawmill" (630)</p>	<p>Reading/Writing Workshop: Purpose</p> <p>Literature Anthology: What Makes This Text Complex?: Specific Vocabulary</p>
L.2.4c L.2.5 L.2.5a L1.4c RI.2.4	VOCABULARY	<p>Vocabulary Words: checks, choose, chores, cost, customers, jobs, spend, tools</p> <p>Additional Academic Words: combine, comparison, expand,</p> <p>Vocabulary Strategy: Inflectional Endings</p> <p>High Frequency Words: all, any, goes, new, number, other, right, says, understands, work</p> <p>Oral Vocabulary Words: exchange, homework, lucky, members, treasure</p>			
L.2.2c L.2.2d Ls.2 RF.2.3 RF.2.3a RF.2.3f	PHONICS/SPELLING	<p>Phonemic Awareness: Phoneme Isolation; Phoneme Categorization; Phoneme Blending</p> <p>Phonics/Spelling Skill: short i, long i: i_e</p> <p>Structural Analysis: Possessives</p>			
L.2.5a RF.2.4 RF.2.4b RF.2.4c	FLUENCY	Fluency Skill: Phrasing	ASSESSMENTS Weekly Formative Assessments		
W.2.2 W.2.5 W.2.6	WRITING	<p>Genre Writing: Narrative Text</p> <p>Unit Writing Products: Friendly Letter, Personal Narrative</p> <p>Writing Trait: Sentence Fluency: Vary Sentence Type</p> <p>Write About Reading: Analyze Text Features That Inform and Explain a Topic</p>			
L.2.1 L.2.1f L.2.2	GRAMMAR	<p>Grammar Skill: Expanding and Combining Sentences</p> <p>Grammar Mechanics: Quotation Marks with Dialogue</p>		PLC Focus	
SL.2.1 W.2.7 W.2.8	Research	<p>Weekly: What do different people do at work?</p> <p>Unit Level: Research</p> <p>Skill: Recall Information</p> <p>Unit Project: Self-select and develop from options for unit research projects.</p>			



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WEEK 6	ESSENTIAL QUESTION: What happens when families work together?		8/26/19-10/4/19
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	FLUENCY	Reader's Theater: Room For More	Using Assessment Results Tested skills:
RI.2.5 W.2.1	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Super Skiers	RETEACH Skill/Strategy:
SL.2.2 SL.2.3 W.2.7 W.2.8	RESEARCH AND INQUIRY	Research skill Choose Project Science/Social Studies Connection	Instructional strategy (ies)/activity (ies):
L.2.1 L.2.2b L.2.3 W.2.3 W.2.3 W.2.5 W.2.5 W.2.6 W.2.6	WRITING	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy: Instructional strategy (ies)/activity (ies):
	EXTEND LEARNING Level Up		<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Animals in Nature		ESSENTIAL QUESTION: H How do animals survive? 10/7/19-11/15/19		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.4 RF.2.4a RI.2.4 RL.2.1 RL.2.3 RL.2.5 RL.2.7 SL.2.1 SL.2.1a SL.2.2 SL.2.3 RCCR3 (Anchor Standard)	Title: "Swamp Life" Genre: Fiction Strategy: Make, Confirm, Revise Predictions	SHORT TEXT A Visit to the Desert (490) Genre: Fiction/Realistic Fiction Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot	Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot MAIN SELECTION Genre: Fiction/Realistic Fiction Title: Sled Dogs Run (480) PAIRED SELECTION Genre: Informational Text/Expository Title: "Cold Dog, Hot Fox" (510)	Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot MAIN SELECTIONS Genre: Realistic Fiction Titles: A: Hippos at the Zoo/"Hippos" (220) O: Where Are They Going?/"A Whale's Journey" (440) E: Where Are They Going?/"A Whale's Journey" (380) B: An Arctic Life for Us/"What is a Ptarmigan?" (600)	Reading/Writing Workshop: Purpose; Connections of Ideas Literature Anthology: What Makes This Text Complex: Organization; Specific Vocabulary
L.2.4 L.2.4b L.2.5 L.2.5a	VOCABULARY	Vocabulary Words: adapt, climate, eager, freedom, fresh, sense, silence, shadows Additional Academic Words: opinion Vocabulary Strategy: Prefixes High Frequency Words: because, cold, family, friends, have, know, off, picture, school, took Oral Vocabulary Words: capture, chorus, croak, reason, visitor			
L.2.2 L.2.2d RF.2.3 RF.2.3a RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Addition; Phoneme Substitution; Phoneme Blending Phonics/Spelling Skill: short o, long o: o_e Structural Analysis: Doubling Final Consonants; Drop Final e: ed, -ing			
RF.2.4b	FLUENCY	Fluency: Phrasing	ASSESSMENTS Weekly Formative Assessments		
W.2.3 W.2.5 W.2.7	WRITING	Writing Trait: Ideas: Descriptive Details Write About Reading: Analyze Illustrations			
L.2.1 L.2.2	GRAMMAR	Grammar Skill: Nouns Grammar Mechanics: Commas in a Series			
SL.2.1 W.2.3 W.2.5 W.2.7	Research	Weekly: How do animals survive in their natural environments?			PLC Focus



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?			INSTRUCTIONAL WINDOW: 10/7/19-11/15/19	
WEEK 2	WEEKLY CONCEPT: Animals in Stories		ESSENTIAL QUESTION: What can animals in stories teach us?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.4 RF.2.4a RI.2.4 RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RL.2.9 SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3	Title: "The Fox and the Crane" Genre: Fiction/Fable Strategy: Make, Confirm, Revise Predictions	SHORT TEXT The Boy Who Cried Wolf (460) Genre: Fiction/Fable Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot: Problem and Solution	Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot: Problem and Solution MAIN SELECTION Genre: Fiction/Fable Title: Wolf! Wolf! (580) PAIRED SELECTION Genre: Informational Text/Expository Title: "Cinderella and Friends" (520)	Strategy: Make, Confirm, Revise Predictions Skill: Character, Setting, Plot: Problem and Solution MAIN SELECTIONS Genre: Fable Titles: A: The Cat and the Mice/"Beware of Tiger!" (200) O: The Dog and the Bone/"The Dingo and His Shadow" (440) E: The Dog and the Bone/"The Dingo and His Shadow" (320) B: The Spider and the Honey Tree/"The Girl and the Spider" (590)	Reading/Writing Workshop: Specific Vocabulary; Organization Literature Anthology: What Makes This Text Complex: Connections of Ideas; Specific Vocabulary
L.2.4 L.2.4b L.2.4c L.2.5 L.2.5a	VOCABULARY	Vocabulary Words: believe, delicious, feast, fond, lessons, remarkable, snatch, stories Additional Domain Words: morsel, scrumptious Additional Academic Words: fable, reflect, root words, Vocabulary Strategy: Suffixes High Frequency Words: change, cheer, fall, five, look, open, should, their, won, yes Oral Vocabulary Words: affection, crave, frustrated, nourishment, seek			
L.2.2 L.2.2d RF.2.3 RF.2.3a RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Deletion; Phoneme Segmentation; Phoneme Blending Phonics/Spelling Skill: short u, long u: u_e Structural Analysis: CVCe Syllables			
RF.2.4 RF.2.4b	FLUENCY	Fluency Skill: Expression		ASSESSMENTS Weekly Formative Assessments	
W.2.3 W.2.5 W.2.6	WRITING	Writing Trait: Ideas: Supporting Details Write About Reading: Analyze Themes			
L.2.1 L.2.2	GRAMMAR	Grammar Skill: Singular and Plural Nouns Grammar Mechanics: Commas in a Series			
RL.2.1 SL.2.1 W.2.7	Research	Weekly: How can animal fables teach us lessons?		PLC Focus	



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Animal Habitats		ESSENTIAL QUESTION: What are features of different animal habitats?		10/7/19-11/15/19
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.4 RF.2.4a RI.2.1 RI.2.2 RI.2.4 RI.2.5 RI.2.9 RL.2.1 RL.2.7 SL.2.1c SL.2.2 SL.2.3 RCCR3 (Anchor Standard)	Title: "Explore a Coral Reef" Genre: Informational Text Strategy: Make, Confirm, Revise Predictions	SHORT TEXT A Prairie Guard Dog (490) Genre: Informational Text/Nonfiction Narrative Strategy: Make, Confirm, Revise Predictions Skill: Main Topic and Key Details Text Features: Bold Print, Subheading, Chart, Labels	Strategy: Make, Confirm, Revise Predictions Skill: Main Topic and Key Details MAIN SELECTION Genre: Informational Text Title: Turtle, Turtle, Watch Out! (520) PAIRED SELECTION Genre: Informational Text/Expository Title: "At Home in the River" (500)	Strategy: Make, Confirm, Revise Predictions Skill: Main Topic and Key Details MAIN SELECTIONS Genre: Informational Text Titles: A: A Tree Full of Life/"Life in a Termite Mound" (310) O: A Tree Full of Life/"Life in a Termite Mound" (460) E: A Tree Full of Life/"Life in a Termite Mound" (410) B: A Tree Full of Life/"Life in a Termite Mound" (630)	Reading/Writing Workshop: Connections of Ideas; Genre Literature Anthology: What Makes This Text Complex: Connections of Ideas; Specific Vocabulary
L.2.5 L.2.5a	VOCABULARY	Vocabulary Words: buried, escape, habitat, journey, nature, peeks, restless, spies Additional Domain Words: hatch, raccoons Additional Academic Words: abbreviation, collective noun, common noun, Vocabulary Strategy: Suffixes High Frequency Words: almost, buy, food, out, pull, saw, sky, straight, under, wash Oral Vocabulary Words: defend, encounter, located, positive, react			
L.2.2 L.2.2d L.2.4 L.2.4b L.2.4c RF.2.3 RF.2.3d RF.2f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Segmentation; Phoneme Substitution; Phoneme Blending Phonics/Spelling Skill: Soft c and g Structural Analysis: Prefixes: re-, un-, dis-			
L.2.5 RF.2.4 RF.2.4b	FLUENCY	Fluency Skill: Phrasing	ASSESSMENTS Weekly Formative Assessments		
W.2.2 W.2.5 W.2.6	WRITING	Writing Trait: Organization: Sequence Write About Reading: Analyze Key Details			
L.2.1 L.2.2 L.2.2a	GRAMMAR	Grammar Skill: Kinds of Nouns Grammar Mechanics: Capital Letters		PLC Focus	
SL.2.1 W.2.7	Research	Weekly: What are the features of animal habitats?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?			INSTRUCTIONAL WINDOW: 10/7/19-11/15/19	
WEEK 4	WEEKLY CONCEPT: Baby Animals		ESSENTIAL QUESTION: How are offspring like their parents?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.4 RF.2.4a RI.2.1 RI.2.2 RI.2.4 RI.2.5 RI.2.7 SL.2.1a SL.2.2 SL.2.3	Title: "Wild Animal Families" Genre: Nonfiction Strategy: Reread	SHORT TEXT Eagles and Eaglets (520) Genre: Informational Text/Expository Strategy: Reread Skill: Main Topic and Key Details Text Features: Captions, Diagram, Labels	Strategy: Reread Skill: Main Topic and Key Details MAIN SELECTION Genre: Nonfiction Title: Baby Bears (590) PAIRED SELECTION Genre: Informational Text Title: "From Caterpillar to Butterfly" (560)	Strategy: Reread Skill: Main Topic and Key Details MAIN SELECTIONS Genre: Nonfiction Titles: A: Animal Families/"Tadpoles into Frogs" (320) O: Animal Families/"Tadpoles into Frogs" (490) E: Animal Families/"Tadpoles into Frogs" (390) B: Animal Families/"Tadpoles into Frogs" (600)	Reading/Writing Workshop: Genre; Connections of Ideas Literature Anthology: What Makes This Text Complex?
L.2.4 L.2.4a L.2.5 L.2.5a	VOCABULARY	Vocabulary Words: adult, alive, covered, fur, giant, groom, mammal, offspring Additional Academic Words: diagram, Vocabulary Strategy: Multiple Meaning Words High Frequency Words: baby, early, eight, isn't, learn, seven, start, these, try, walk Oral Vocabulary Words: guide, leader, protect, provide, separate			
L.2.2 L.2.2d RF.2.3 RF.2.3d RF.2.3f RF.2.4	PHONICS/SPELLING	Phonemic Awareness: Identify and Generate Rhymes; Phoneme Segmentation; Phoneme Blending Phonics/Spelling Skill: Consonant Digraphs: ch, tch, sh, ph, th, ng, wh Structural Analysis: Suffixes: -ful, -less			
RF.2.4 RF.2.4c	FLUENCY	Fluency Skill: Pronunciation	ASSESSMENTS Weekly Formative Assessments		
W.2.2 W.2.5 W.2.6	WRITING	Writing Trait: Word Choice: Linking Words Write About Reading: Analyze Key Details			
L.2.1 L.2.1b	GRAMMAR	Grammar Skill: More Plural Nouns Grammar Mechanics: Abbreviations	PLC Focus		
SL.2.1 W.2.7	Research	Weekly: How are baby animals like their parents? How are they different?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2		BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?			INSTRUCTIONAL WINDOW:	
WEEK 5		WEEKLY CONCEPT: Animals in Poems		ESSENTIAL QUESTION: What do we love about animals? 10/7/19-11/15/19		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RF.2.3 RI.2.4 RL.2.1 RL.2.4 SL.2.1 SL.2.2 SL.2.3	<p>Title: "The Furry Alarm Clock"</p> <p>Genre: Poetry</p> <p>Strategy: Reread</p>	<p>SHORT TEXT</p> <p>"Cats and Kittens," "Desert Camels," "A Bat is Not a Bird" (N/A)</p> <p>Genre: Poetry</p> <p>Strategy: Reread</p> <p>Skill: Key Details</p> <p>Literary Element: Rhythm</p>	<p>Strategy: Reread</p> <p>Skill: Key Details</p> <p>MAIN SELECTION</p> <p>Genre: Poetry</p> <p>Title: "Beetles," "The Little Turtle" (N/A)</p> <p>PAIRED SELECTION</p> <p>Genre: Poetry</p> <p>Title: "Gray Goose" (N/A)</p>	<p>Strategy: Reread</p> <p>Skill: Key Details</p> <p>MAIN SELECTIONS</p> <p>Genre: Fiction</p> <p>Titles:</p> <p>A: Amira's Petting Zoo/"Sheep Season" (250)</p> <p>O: Alice's New Pet/"Baby Joey" (470)</p> <p>E: Alice's New Pet/"Four Little Ducklings" (350)</p> <p>B: Ava's Animals/"Nanook" (570)</p>	<p>Reading/Writing Workshop: Organization; Sentence Structures; Genre</p> <p>Literature Anthology:</p> <p>What Makes This Text Complex: Purpose of the Text; Specific Vocabulary</p>	
L.2.4 L.2.4a L.2.4c L.2.4e L.2.5 L.2.5a	VOCABULARY	<p>Vocabulary Words: behave, express, feathers, flapping</p> <p>Vocabulary Strategy: Multiple Meaning Words</p> <p>High Frequency Words: bird, far, field, flower, grow, leaves, light, orange, ready, until</p> <p>Oral Vocabulary Words: alarm, howling, knobby, munch, problem</p>				
L.2.2 L.2.2d L.2.4 L.2.4d RF.2.3 RF.2.3f	PHONICS/SPELLING	<p>Phonemic Awareness: Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending</p> <p>Phonics/Spelling Skill: 3letter Blends: scr, spr, str, thr, spl, shr</p> <p>Structural Analysis: Compound Words</p>				
RF.2.4 RF.2.4 b	FLUENCY	<p>Fluency Skill: Phrasing</p>			<p>ASSESSMENTS</p> <p>Weekly Formative Assessments</p>	
W.2.4 W.2.5 W.2.6	WRITING	<p>Writing Trait: Word Choice: Precise Language</p> <p>Write About Reading: Analyze Word Choice</p>				
L.2.1 L.2.2 L.2.2c L.2.5	GRAMMAR	<p>Grammar Skill: Possessive Nouns</p> <p>Grammar Mechanics: Apostrophes</p>				
SL.2.1 SL.2.1a W.2.7	Research	<p>Weekly: Research poems about animals. How do the poets use rhyme, rhythm, and/or word choice to create imagery?</p> <p>Unit Level: Research</p> <p>Skill: Gather Information</p> <p>Unit Project: Self-select and develop from options for unit research projects.</p>			<p>PLC Focus</p>	



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?		INSTRUCTIONAL WINDOW:
WEEK 6	ESSENTIAL QUESTION:		10/7/19-11/15/19
CCSS	UNIT WRAP-UP	SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	FLUENCY	Reader's Theater: The Secret Song	Using Assessment Results Tested skills:
RI.2.5 W.2.7	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Under the Sea	RETEACH Skill/Strategy: Instructional strategy (ies)/activity (ies): <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.2.3 SL.2.5 W.2.6 W.2.7	RESEARCH AND INQUIRY	Research skill Choose Project Science/Social Studies Connection	
	WRITING	Genre Writing: Informative Text Unit Writing Products: Explanatory Essay How-to-Text	RETEACH Skill/Strategy: Instructional strategy (ies)/activity (ies): <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Live and Learn — What have you learned about the world that surprises you?			INSTRUCTIONAL WINDOW: 11/18/19-1/17/20	
WEEK 1	WEEKLY CONCEPT: The Earth's Forces		ESSENTIAL QUESTION: How do the Earth's forces affect us?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.7 RI.2.8 SL.2.1 SL.2.1b SL.2.2 SL.2.3	Title: "Apples and Gravity" Genre: Nonfiction Strategy: Reread	SHORT TEXT Magnets Work! (560) Genre: Informational Text/Expository Strategy: Reread Skill: Author's Purpose Text Features: Diagram With Labels, Bold Print, Subheadings	Strategy: Reread Skill: Author's Purpose MAIN SELECTION Genre: Nonfiction Title: I Fall Down (560) PAIRED SELECTION Genre: Informational Text/Expository Title: "Move It!" (530)	Strategy: Reread Skill: Author's Purpose MAIN SELECTIONS Genre: Informational Text Titles: A: Forces at Work/"Machines to Push and Pull" (220) O: Forces at Work/"Machines to Push and Pull" (460) E: Forces at Work/"Machines to Push and Pull" (360) B: Forces at Work/"Machines to Push and Pull" (600)	Reading/Writing Workshop: Genre; Sentence Structures Literature Anthology: What Makes This Text Complex: Specific Vocabulary
L.2.4 L.2.4c L.2.5 L.2.5a L.2.6	VOCABULARY	Vocabulary Words: amazing, force, measure, objects, proved, speed, true, weight Additional Domain Words: gravity Additional Academic Words: author's purpose, comparison, contractions, Vocabulary Strategy: Similes High Frequency Words: about, around, good, great, idea, often, part, second, two, world Oral Vocabulary Words: college, famous, path, planets, straight			
L.2.2 L.2.2d RF.2.3 RF.2.3b RF.2.3e RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Identify and Generate Rhyme; Phoneme Categorization; Phoneme Blending Phonics/Spelling Skill: Long a: a, ai, ay, ea, ei, eigh, ey Structural Analysis: Contractions with 's, 're, 'll, 've			
RF.2.4 RF.2.4a RF.2.4b	FLUENCY	Fluency Skill: Intonation	ASSESSMENTS Weekly Formative Assessments		
W.2.2 W.2.5	WRITING	Writing Trait: Organization: Order Ideas Write About Reading: Analyze Author's Purpose			
L.2.1 L.2.2 L.2.2d	GRAMMAR	Grammar Skill: Action Verbs Grammar Mechanics: Abbreviations	PLC Focus		
RI.2.1 RI.2.6 SL.2.1 W.2.7	Research	Weekly: How do Earth's forces affect us? Research the pushes and pulls in your everyday life.			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Live and Learn — What have you learned about the world that surprises you?			INSTRUCTIONAL WINDOW: 11/18/19-1/17/20	
WEEK 2	WEEKLY CONCEPT: Look At the Sky		ESSENTIAL QUESTION: H What can we see in the sky?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.2.1 RL.2.3 RL.2.5 SL.2.1 SL.2.1a SL.2.2 SL.2.3	Title: "The Hidden Sun" Genre: Fiction Strategy: Reread	<u>SHORT TEXT</u> Starry Night (540) Genre: Fiction Strategy: Reread Skill: Character, Setting, Plot: Sequence	Strategy: Reread Skill: Character, Setting, Plot: Sequence <u>MAIN SELECTION</u> Genre: Fiction Title: Mr. Putter & Tabby See the Stars (580) <u>PAIRED SELECTION</u> Genre: Informational Text/Expository Title: "Day to Night" (550)	Strategy: Reread Skill: Character, Setting, Plot: Sequence <u>MAIN SELECTIONS</u> Genre: Fiction Titles: A: A Special Sunset/"Shadows and Sun Dials" (200) O: A Different Set of Stars/"Stars" (390) E: A Different Set of Stars/"Stars" (330) B: Shadows in the Sky/"Eclipses" (540)	Reading/Writing Workshop: Purpose Literature Anthology: What Makes This Text Complex: Organization; Connections of Ideas; Specific Vocabulary
L.2.4 L.2.4d L.2.5 L.2.5a L.2.6 RI.2.4	VOCABULARY	Vocabulary Words: adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime Additional Domain Words: jellyroll, Big Dipper, Milky Way Vocabulary Strategy: Compound Words High Frequency Words: also, apart, begin, either, hundred, over, places, those, which, without Oral Vocabulary Words: exactly, present, reports, telescopes, total			
RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3e RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Isolation; Phoneme Substitution; Phoneme Blending; Phoneme Categorization Phonics/Spelling Skill: Long i: i, y, igh, ie Structural Analysis: Open Syllables			
RF.2.4 RF.2.4a RF.2.4b	FLUENCY	Fluency Skill: Intonation			ASSESSMENTS Weekly Formative Assessments
W.2.3 W.2.5 W.2.6	WRITING	Writing Trait: Word Choice: Linking Words Write About Reading: Analyze Story Structure			
L.2.2 L.2.2d L.2.1	GRAMMAR	Grammar Skill: Present-Tense Verbs Grammar Mechanics: Commas in a Series			
RL.2.1 RL.2.5 SL.2.1 SL.2.6 W.2.7	Research	Weekly: Explore the phases of the Moon.			PLC Focus



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3 WEEK 3	BIG IDEA: Live and Learn — What have you learned about the world that surprises you?			INSTRUCTIONAL WINDOW: 11/18/19-1/17/20	
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.8 RL.2.1 RL.2.2 SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3	Title: "Color Your Community" Genre: Nonfiction Narrative Strategy: Ask and Answer Questions	SHORT TEXT Lightning Lives (650) Genre: Informational Text/Nonfiction Narrative Strategy: Ask and Answer Questions Skill: Author's Purpose Text Feature: Photos With Captions	Strategy: Ask and Answer Questions Skill: Author's Purpose MAIN SELECTION Genre: Narrative Nonfiction Title: Biblioburro: A True Story from Colombia (700) PAIRED SELECTION Genre: Fiction/Folktales Title: "The Enormous Turnip" (610)	Strategy: Ask and Answer Questions Skill: Author's Purpose MAIN SELECTIONS Genre: Narrative Nonfiction Titles: A: City Communities/"Magic Anansi" (290) O: City Communities/"Magic Anansi" (500) E: City Communities/"Magic Anansi" (400) B: City Communities/"Magic Anansi" (620)	Reading/Writing Workshop: Connections of Ideas Literature Anthology: What Makes This Text Complex: Specific Vocabulary; Sentence Structure
L.2.4 L.2.4d L.2.5 L.2.5a L.2.5b L.4.5c RI.2.4	VOCABULARY	Oral Vocabulary Words: artist, celebration, commented, community, mural			
RF.2.4 RF.2.4a RF.2.4b	PHONICS/SPELLING	Phonemic Awareness: Phoneme Deletion; Phoneme Substitution; Phoneme Addition; Phoneme Blending Phonics/Spelling Skill: Long o: o, oa, ow, oe Structural Analysis: Contractions with not			
RF.2.4 RF.2.4a RF.2.4b	FLUENCY	Fluency Skill: Expression			ASSESSMENTS Weekly Formative Assessments
W.2.5 W.2.1	WRITING	Writing Trait: Voice: Opinions Write About Reading: Analyze Author's Purpose			
L.2.1 L.2.2 L.2.2b L.2.2d	GRAMMAR	Grammar Skill: Past- and Future Tense Verbs Grammar Mechanics: Letter Punctuation			PLC Focus
RI.2.1 RI.2.6 SL.2.1 W.2.7	Research	Weekly: How do people solve problems or help in your community?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3 WEEK 4	BIG IDEA: Live and Learn — What have you learned about the world that surprises you?			INSTRUCTIONAL WINDOW: 11/18/19-1/17/20	
WEEK 4	WEEKLY CONCEPT: Weather Alert!	ESSENTIAL QUESTION: How does weather affect us?			
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEX (ACT)
RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.8 RI.2.9 SL.2.1 SL.2.2 SL.2.3	Title: "Clouds All round" Genre: Expository Strategy: Ask and Answer Questions	SHORT TEXT Tornado! (660) Genre: Informational Text/Expository Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Text Features: Photos With Captions, Bold Print, Subheadings, Sidebar With Directions	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details MAIN SELECTION Genre: Expository Title: Wild Weather (670) PAIRED SELECTION Genre: Informational Text/Expository Title: "Can You Predict the Weather?" (610)	Strategy: Ask and Answer Questions Skill: Main Idea and Details MAIN SELECTIONS Genre: Expository Text Titles: A: Weather All Around/"Colors in the Sky" (290) O: Weather All Around/"Colors in the Sky" (460) E: Weather All Around/"Colors in the Sky" (370) B: Weather All Around/"Colors in the Sky" (630)	Reading/Writing Workshop: Purpose Literature Anthology: Connections of Ideas; Specific Vocabulary
L.2.5 L.2.5a L.2.5b L.4.5 L.4.5c RI.2.4	VOCABULARY	Vocabulary Words: damage, dangerous, destroy, event, harsh, prevent, warning, weather Additional Domain Words: temperature Additional Academic Words: pattern Vocabulary Strategy: Antonyms High Frequency Words: after, before, every, few, first, hear, hurt, old, special, would Oral Vocabulary Words: gloomy, pleasant, predict, reflect, rises			
RF.2.3 RF.2.3b RF.2.3e RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Identify Syllables; Phoneme Categorization; Phoneme Blending Phonics/ Spelling Skill: Long e: e, ee, ea, ie, y, ey, e_e Structural Analysis: -s, -es			
RF.2.4 RF.2.4a RF.2.4b	FLUENCY	Fluency Skill: Phrasing	ASSESSMENTS Weekly Formative Assessments		
W.2.2 W.2.8 W.2.5	WRITING	Writing Trait: Organization: Strong Conclusions Write About Reading: Analyze Text Features		PLC Focus	
L.2.1 L.2.2 L.2.2d	GRAMMAR	Grammar Skill: The Verb Have Grammar Mechanics: Book Titles			
RI.2.1 RI.2.2 SL.2.1 W.2.7	Research	Weekly: How can people stay safe in extreme weather?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3		BIG IDEA: Live and Learn — What have you learned about the world that surprises you?			INSTRUCTIONAL WINDOW: 11/18/19-1/17/20
WEEK 5		WEEKLY CONCEPT: Express Yourself		ESSENTIAL QUESTION: How do you express yourself?	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.7 RI.2.8 SL.2.1 SL.2.2 SL.2.3	Title: "Why People Drum" Genre: Time For Kids Strategy: Ask and Answer Questions	SHORT TEXT "They've Got the Beat!" (620) Genre: Time For Kids Strategy: Ask and Answer Questions Skill: Main Idea and Key Details Text Features: Photos With Captions, Bar Graph	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details MAIN SELECTION Genre: Time For Kids Title: Many Ways to Enjoy Music (680) PAIRED SELECTION Genre: Time For Kids Title: "A Musical Museum" (640)	Strategy: Ask and Answer Questions Skill: Main Idea and Key Details MAIN SELECTIONS Genre: Informational Text Titles: A: The Sounds of Trash/"Talking Underwater" (410) O: The Sounds of Trash/"Talking Underwater" (530) E: The Sounds of Trash/"Talking Underwater" (380) B: The Sounds of Trash/"Talking Underwater" (590)	Reading/Writing Workshop: Organization; Sentence Structures Literature Anthology: What Makes This Text Complex: Purpose of Text; Specific Vocabulary
L.2.4 L.2.4b L.2.4c L.2.5a L.3.5 L.3.5a L.4.5c RI.2.4	VOCABULARY	Vocabulary Words: cheered, concert, instrument, movements, music, rhythm, sounds, understand Additional Academic Words: blend, combine, Vocabulary Strategy: Prefixes High Frequency Words: America, beautiful, began, climbed, come, country, didn't, give, live, turned Oral Vocabulary Words: communicate, festivals, respect, squeezing, tradition			
RF.2.3 RF.2.3a RF.2.3c RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Addition and Deletion; Identify and Generate Alliteration; Phoneme Blending Phonics/Spelling Skill: Long u: u_e, ew, ue, u Structural Analysis: Comparative Endings: -er, est			
RF.2.4 RF.2.4a RF.2.4c	FLUENCY	Fluency Skill: Pronunciation			ASSESSMENTS Weekly Formative Assessments
W.2.1 W.2.5	WRITING	Writing Trait: Sentence Fluency: Vary Sentence Length Write About Reading: Analyze Key Details			
L.2.1 L.2.1f L.2.2 L.2.2d	GRAMMAR	Grammar Skill: Combining and Rearranging Sentences Grammar Mechanics: Sentence Punctuation			PLC Focus
RI.2.1 RI.2.2 SL.2.1 W.2.2 W.2.7	Research	Weekly: How do different musical instruments work? Unit Level: Research Skill: Parts of the Library Unit Project: Self-select and develop from options for unit research projects.			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Live and Learn — What have you learned about the world that surprises you?		INSTRUCTIONAL WINDOW:
WEEK 6	ESSENTIAL QUESTION: What happens when families work together?		11/18/19-1/17/20
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	FLUENCY	Reader's Theater: I'll Be the Dragon	Using Assessment Results Tested skills:
RI.2.5 W.2.1	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Antarctica-Bound	RETEACH Skill/Strategy: Instructional strategy (ies)/activity (ies): <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.2.1 SL.2.1a SL.2.1c W.2.7	RESEARCH AND INQUIRY	Research skill Choose Project Science/Social Studies Connection	
W.2.1 W.2.5 W.2.6	WRITING	Genre Writing: Opinion Unit Writing Products: Book Review Opinion Letter	RETEACH Skill/Strategy: Instructional strategy (ies)/activity (ies): <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up		



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Different Places		ESSENTIAL QUESTION: H What makes different parts of the world different? 1/21/20-2/28/20		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.2 RI.2.3 RI.2.5 RI.2.7 RI.2.9 SL.2.1 SL.2.1c SL.2.2 SL.2.3 SL.2.6	Title: "Where Do You Live?" Genre: Expository Strategy: Reread	SHORT TEXT Alaska: A Special Place (560) Genre: Expository Strategy: Reread Skill: Connections Within a Text: Compare and Contrast Text Features: Map, Key, Labels, Subheadings	Strategy: Reread Skill: Connections Within a Text: Compare and Contrast MAIN SELECTION Genre: Informational Text/Expository Title: Rain Forests (580) PAIRED SELECTION Genre: Informational Text/Expository Title: "African Savannas" (680)	Strategy: Reread Skill: Connections Within a Text: Compare and Contrast MAIN SELECTIONS Genre: Expository Text Titles: A: Rocky Mountain National Park/"Yellowstone" (320) O: Rocky Mountain National Park/"Yellowstone" (540) E: Rocky Mountain National Park/"Yellowstone" (430) B: Rocky Mountain National Park/"Yellowstone" (630)	Reading/Writing Workshop: Visual Display About a Region Literature Anthology: Analyze Ideas Across Texts
L.2.4 L.2.4d L.2.5 L.2.5a RI.2.4	VOCABULARY	Vocabulary Words: eerie, growth, layers, lively, location, region, seasons, temperate Additional Domain Words: Amazon, equator, tropical Vocabulary Strategy: Compound Words High Frequency Words: below, colors, don't, down, eat, many, morning, sleep, through, very Oral Vocabulary Words: factories, harbors, produce, timber, valleys			
L.2.2 L.2.2d RF.2.3 RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Identity; Phoneme Categorization; Phoneme Blending Phonics/Spelling Skill: Silent Letters wr, kn, gn, mb, sc Structural Analysis: Prefixes/Suffixes			
RF.2.4 RF.2.4a	FLUENCY	Fluency Skill: Pronunciation	ASSESSMENTS Weekly Formative Assessments		
W.2.2 W.2.5 W.2.6	WRITING	Writing Trait: Ideas: Focus on a Topic Write About Reading: Analyze Ideas Across Texts			
L.2.1 L.2.2 L.2.2a L.2.2d	GRAMMAR	Grammar Skill: Linking Verbs Grammar Mechanics: Capitalization of Proper Nouns		PLC Focus	
RI.2.1 RI.2.5 RI.2.7 SL.2.1 W.2.7	Research	Weekly: Explore the land features, plants, animals, and climate of a region.			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?			INSTRUCTIONAL WINDOW: 1/21/20-2/28/20	
WEEK 2	WEEKLY CONCEPT: Earth Changes		ESSENTIAL QUESTION: How does the Earth change?		
CCSS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.2 RI.2.3 RI.2.5 SL.2.1 SL.2.2 SL.2.3	Title: "Earth Changes" Genre: Expository Strategy: Reread	<u>SHORT TEXT</u> Into the Sea (650) Genre: Expository Strategy: Reread Skill: Connections Within a Text: Cause and Effect Text Features: Photos, Bold Print, Subheadings	Strategy: Reread Skill: Connections Within a Text: Cause and Effect <u>MAIN SELECTION</u> Genre: Informational Text/Expository Title: Volcanoes (680) <u>PAIRED SELECTION</u> Genre: Informational Text/Expository Title: "To The Rescue" (750)	Strategy: Reread Skill: Connections Within a Text: Cause and Effect <u>MAIN SELECTIONS</u> Genre: Expository Text Titles: A: Earthquakes/"Glaciers" (350) O: Earthquakes/"Glaciers" (530) E: Earthquakes/"Glaciers" (430) B: Earthquakes/"Glaciers" (630)	Reading/Writing Workshop: Prior Knowledge; Organization Literature Anthology: What Makes This Text Complex: Specific Vocabulary
L.2.2 L.2.2d L.2.4 L.2.4a L.2.4d L.2.5 L.2.5a RI.2.4	VOCABULARY	Vocabulary Words: active, Earth, explode, island, local, properties, solid, steep Additional Domain Words: erupt, lava Additional Academic Words: time-order words Vocabulary Strategy: Sentence Clues High Frequency Words: animal, away, building, found, from, Saturday, thought, today, toward, watch Oral Vocabulary Words: carved, glide, sphere, suddenly, surface			
RF.2.3 RF.2.3b RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Segmentation; Phoneme Blending; Phoneme Substitution Phonics/Spelling Skill: r-controlled vowels/ûr/er, ir, ur, or Structural Analysis: Inflectional Endings			
RF.24. RF.2.4a	FLUENCY	Fluency Skill: Phrasing		ASSESSMENTS	
W.2.2 W.2.5 W.2.6 W.2.8	WRITING	Writing Trait: Word Choice: Time-Order Words Write About Reading: Analyze Author's Word Choice		Weekly Formative Assessments	
L.2.1 L.2.1d L.2.2 L.2.2d	GRAMMAR	Grammar Skill: Helping Verbs Grammar Mechanics: Quotation Marks		PLC Focus	
RI.2.1 RI.2.3 SL.2.1 W.2.7	Research	Weekly: How do natural events change the earth?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Our Culture Makes Us Special	ESSENTIAL QUESTION: How are kids around the world different?			
WEEK 3					1/21/20-2/28/20
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.2.1 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RL1.6 SL.2.1 SL.2.1b SL.2.2 SL.2.3	Title: "My New School" Genre: Realistic Fiction Strategy: Visualize	SHORT TEXT Happy New Year! (590) Genre: Realistic Fiction Strategy: Visualize Skill: Character, Setting, Plot: Compare and Contrast	Strategy: Visualize Skill: Character, Setting, Plot: Compare and Contrast MAIN SELECTION Genre: Realistic Fiction Title: Dear Primo: A Letter to My Cousin (610) PAIRED SELECTION Genre: Informational Text/Expository Title: "Games Around the World" (600)	Strategy: Visualize Skill: Character, Setting Plot: Compare and Contrast MAIN SELECTIONS Genre: Realistic Fiction Titles: A: Sharing Cultures/"Music Around the World" (350) O: A New Life in India/"Dress Around the World" (480) E: A New Life in India/"Dress Around the World" (440) B: Akita and Carlo/"Food Around the World" (620)	Reading/Writing Workshop: Prior Knowledge Literature Anthology: What Makes This Text Complex: Organization; Sentence Structure; Specific Vocabulary
L.2.5 L.2.5a L.2.6 RI.2.4	VOCABULARY	Vocabulary Words: common, costume, customs, favorite, parade, surrounded, travels, wonder Additional Domain Words: cousin, primo Additional Academic Words: voice Vocabulary Strategy: Similes High Frequency Words: ago, carry, certain, everyone, heavy, outside, people, problem, together, warm Oral Vocabulary Words: accompanies assigns, crowded, locker, usual			
L.2.1 L.2.1b L.2.2 L.2.2d RF.2.3 RF.2.3e RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Generate Rhyme; Initial Sound and Substitution; Phoneme Blending Phonics/Spelling Skill: r-controlled vowels/ôr/or, ore, oar;/är/ar Structural Analysis: Irregular Plurals			
RF.2.4 RF.2.4b	FLUENCY	Fluency Skill: Expression			ASSESSMENTS
W.2.3 W.2.5 W.2.6 W.2.8	WRITING	Writing Trait: Voice: Show Feelings Write About Reading: Analyze How an Author Compares Characters and Events			Weekly Formative Assessments
L.2.1 L.2.1d L.2.2	GRAMMAR	Grammar Skill: Irregular Verbs Grammar Mechanics: Book Titles			PLC Focus
RI.2.1 RL.2.1 RL.2.5 SL.2.1 W.2.7	Research	Weekly: Research g a m e s from around the world. How are they played?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4 WEEK 4	BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?			INSTRUCTIONAL WINDOW: 1/21/20-2/28/20	
WEEK 4	WEEKLY CONCEPT: Folktales About Nature		ESSENTIAL QUESTION: How can we understand nature?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.2.1 RL.2.2 RL.2.5 RL.2.6 RL.2.7 SL.2.1 SL.2.2 SL.2.3	Title: "How Thunder and Lightning Came to Be" Genre: Folktale/Drama Visualize	SHORT TEXT "Why the Sun and the Moon Live in the Sky (N/A) Genre: Play Strategy: Visualize Skill: Theme	Strategy: Visualize Skill: Theme MAIN SELECTION Genre: Folktale/Drama Title: How the Beetle Got Her Colors (N/A) PAIRED SELECTION Genre: Fiction/Folktale Title: "How the Finch Got Its Colors" (600)	Strategy: Visualize Skill: Theme MAIN SELECTIONS Genre: Folktale Titles: A: Why Turtles Live in Water/"Why Corn Has Silk" (290) O: How Butterflies Came to Be/"How the Rainbow Was Made" (440) E: How Butterflies Came to Be/"How the Rainbow Was Made" (340) B: Why Spider Has 8 Thin Legs/"Why There Are Stars" (600)	Reading/Writing Workshop: Genre; Purpose Literature Anthology: What Makes This Text Complex: Specific Vocabulary
L.2.4 L.2.4c L.2.5 L.2.5a RI.2.4	VOCABULARY	Vocabulary Words: ashamed, boast, dash, holler, plenty, similarities, victory, wisdom Vocabulary Strategy: Root Words High Frequency Words: again, behind, eyes, gone, happened, house, inside, neither, stood, young Oral Vocabulary Words: blustery, chilly, drenched, drizzle, task			
L.2.2 L.2.2d RF.2.3 RF.2.3d RF.2.3e RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Segmentation; Phoneme Blending; Identify Syllables Phonics/Spelling Skill: r-controlled vowels/ir/eer, ere, ear Structural Analysis: Abbreviations			
RF.2.4 RF.2.4a RF.2.4b	FLUENCY	Fluency Skill: Expression	ASSESSMENTS Weekly Formative Assessments		
W.2.3 W.2.5 W.2.6	WRITING	Writing Trait: Ideas: Develop Character Write About Reading: Analyze Theme			
L.2.2 L.2.1 L.2.1d	GRAMMAR	Grammar Skill: Irregular Verbs Grammar Mechanics: Letter Punctuation		PLC Focus	
RL.2.1 RL.2.2 SL.2.1 W.2.7	Research	Weekly: How do folktales from different cultures explain nature?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4		BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?			INSTRUCTIONAL WINDOW: 1/21/20-2/28/20
WEEK 5		WEEKLY CONCEPT: Poems About Nature		ESSENTIAL QUESTION: What excites us about nature?	
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.2.1 RL.2.2 RL.2.4 RL.2.5 RL.2.10 SL.2.1 SL.2.1a SL.2.2 SL.2.3	Title: "Redwood National Forest," "The Amazing Meadow," "The Sahara Desert" Genre: Poetry Strategy: Visualize	SHORT TEXT "Snow Shape," "Nature Walk," "In the Sky" (N/A) Genre: Poetry Strategy: Visualize Skill: Theme Literary Element: Repetition	Strategy: Visualize Skill: Theme MAIN SELECTION Genre: Poetry Title: "April Rain Song," "Rain Poem" (N/A) PAIRED SELECTION Genre: Poetry Title: "Helicopters," "Windy Tree" (N/A)	Strategy: Visualize Skill: Theme MAIN SELECTIONS Genre: Fiction Titles: A: A Hike in the Woods/"The Woods" (340) O: A Little World/"See a Star" (500) E: A Little World/"By the Sea" (400) B: Star Party/"Moon" (590)	Reading/Writing Workshop: Purpose; Connections of Ideas Literature Anthology: What Makes This Text Complex: Specific Vocabulary
L.2.4 L.2.4c L.2.5 L.2.5a L.2.6 RI.2.4	VOCABULARY	Vocabulary Words: drops, excite, outdoors, pale Additional Academic Words: sensory words Vocabulary Strategy: Similes High Frequency Words among, bought, knew, never, once, soon, sorry, talk, touch, upon Oral Vocabulary Words: broad, dunes, plump, swaying, twirling			
L.2.2 L.2.2d RF.2.3 RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Identify Syllables; Phoneme Categorization; Phoneme Blending Phonics/Spelling Skill: r-controlled vowels/är/are, air, ear, ere Structural Analysis: r-controlled Vowel Syllables			
RF.2.4	FLUENCY	Fluency Skill: Phrasing			ASSESSMENTS Weekly Formative Assessments
W.2.5 W.2.6 W.2.8	WRITING	Writing Trait: Word Choice: Sensory Words Write About Reading: Analyze Word Choice and Provide Opinion			
L.2.1 L.2.2 L.2.2c L.2.2d	GRAMMAR	Grammar Skill: Contractions Grammar Mechanics: Contractions/Apostrophes			
RL.2.1 RL.2.4 SL.2.1 SL.2.1a W.2.7	Research	Weekly: Research nature poems. How are similes used in poems about nature? Unit Level: Research Skill: Taking Notes Unit Project: Self-select and develop from options for unit research projects.			PLC Focus



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?		INSTRUCTIONAL WINDOW:
WEEK 6	ESSENTIAL QUESTION:		1/21/20-2/28/20
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	FLUENCY	Reader's Theater: A Whale of a Story	Using Assessment Results Tested skills:
RI.2.5 W.2.7	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Hope for the Everglades	RETEACH Skill/Strategy:
SL.2.1 SL.2.1a SL.2.1b W.2.6 W.2.7	RESEARCH AND INQUIRY	Research skill Choose Project Science/Social Studies Connection	Instructional strategy (ies)/activity (ies):
L.2.2 RL.2.4 SL.2.5 W.2.3 W.2.5 W.2.6 W.2.8	WRITING	Genre Writing: Narrative Text/Poetry Unit Writing Products: Fictional Narrative Poetry	RETEACH Skill/Strategy: Instructional strategy (ies)/activity (ies):
	EXTEND LEARNING Level Up		<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Let's Make a Difference — How can people make a difference?			INSTRUCTIONAL WINDOW: 3/2/20-4/9/20	
WEEK 1	WEEKLY CONCEPT: Being a Good Citizen		ESSENTIAL QUESTION: What do good citizens do?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.5 RL.2.2 RL.2.6 SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3	Title: "A Boy Named Martin" Genre: Realistic Fiction Strategy: Summarize	SHORT TEXT A Difficult Decision (510) Genre: Realistic Fiction Strategy: Summarize Skill: Point of View	Strategy: Summarize Skill: Point of View MAIN SELECTION Genre: Realistic Fiction Title: Grace for President (580) PAIRED SELECTION Genre: Informational Text/Nonfiction Narrative Title: "Helping to Make Smiles" (520)	Strategy: Summarize Skill: Point of View MAIN SELECTIONS Genre: Realistic Fiction Titles: A: Fixing the Playground/"Hero" (340) O: The Food Crew/"A School Feeds Others" (480) E: The Food Crew/"A School Feeds Others" (430) B: How Many Greats?/"Freedom Walk" (620)	Reading/Writing Workshop: Organization; Sentence Structure Literature Anthology: What Makes This Text Complex: Specific Vocabulary; Prior Knowledge; Connections of Ideas
L.2.4 L.2.4d L.2.5 L.2.5a RI.2.4	VOCABULARY	Vocabulary Words: champion, determined, issues, promises, responsibility, rights, volunteered, votes Additional Domain Words: electoral, constituents, candidate Additional Academic Words: quotation marks, Vocabulary Strategy: Suffixes High Frequency Words: answer, been, body, build, head, heard, minutes, myself, pretty, pushed Oral Vocabulary Words: calm, concern, exhausted, offered, treat			
L.2.1 L.2.1b L.2.2 L.2.2d RF.2.3 RF.2.3b RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Reversal; Initial and Final Sound Substitution; Phoneme Blending Phonics/Spelling Skill: Diphthongs ou, ow Structural Analysis: Irregular Plurals			
RF.2.4 RF.2.4a RF.2.4b	FLUENCY	Fluency Skill: Intonation	ASSESSMENTS Weekly Formative Assessments		
W.2.3 W.2.5 W.2.6	WRITING	Writing Trait: Ideas: Descriptive Details Write About Reading: Analyze Point of View			
L.2.1 L.2.2	GRAMMAR	Grammar Skill: Pronouns Grammar Mechanics: Quotation Marks	PL C Focus		
RL.2.1 RL.2.6 SL.2.1 W.2.7 W.2.8	Research	Weekly: How can kids be good citizens at school and in the community?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 5		BIG IDEA: Let's Make a Difference — How can people make a difference?			INSTRUCTIONAL WINDOW: 3/2/20-4/9/20	
WEEK 2		WEEKLY CONCEPT: Cooperation Works!		ESSENTIAL QUESTION: How do people get along?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.2.1 RI.2.5 RL.2.2 RL.2.3 RL.2.5 RL.2.6 SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3	Title: "My First Day" Genre: Summarize Strategy: Reread	SHORT TEXT Soccer Friends (510) Genre: Fiction Strategy: Summarize Skill: Point of View	Strategy: Summarize Skill: Point of View MAIN SELECTION Genre: Fiction Title: Once Upon a Baby Brother (560) PAIRED SELECTION Genre: Informational Text/Expository Title: "Bully-Free Zone" (640)	Strategy: Summarize Skill: Point of View MAIN SELECTIONS Genre: Fiction Titles: A: Rainy Day/"Boys and Girls Club" (350) O: Thirteen Is a Crowd/"Big Brothers Big Sisters" (500) E: Thirteen Is a Crowd/"Big Brothers Big Sisters" (400) B: Partners/"4-H" (660)	Reading/Writing Workshop: Genre Literature Anthology: What Makes This Text Complex: Connections of Ideas; Organization; Specific Vocabulary	
L.2.4 L.2.4a L.2.5 L.2.5a RL.2.4	VOCABULARY	Vocabulary Words: amused, cooperate, describe, entertained, imagination, interact, patient, peaceful Additional Domain Words: brainstormed Vocabulary Strategy: Idioms High Frequency Words: brought, busy, else, happy, I'll, laugh, love, maybe, please, several Oral Vocabulary Words: audience, decorate, instructions, pretended, shiver				
L.2.1 L.2.2 L.2.2d RF.2.3 RF.2.3b RF.2.3d RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Blending; Phoneme Substitution; Phoneme Segmentation; Phoneme Deletion Phonics/Spelling Skill: Diphthongs oy, oi Structural Analysis: Consonant + le (el, al) Syllables				
RF.2.4 RF.2.4a RF.2.4b	FLUENCY	Fluency Skill: Expression			ASSESSMENTS Weekly Formative Assessments	
W.2.3 W.2.5 W.2.6	WRITING	Writing Trait: Sentence Fluency: Vary Sentence Length Write About Reading: Analyze Point of View				
L.2.1 L.2.1c L.2.2	GRAMMAR	Grammar Skill: Pronouns I and Me, We and Us Grammar Mechanics: Capitalizing the Pronoun I			PLC Focus	
RI.2.1 RL.2.6 SL.2.1 SL.2.1a W.2.7	Research	Weekly: How do people get along in different settings and situations?				



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Let's Make a Difference — How can people make a difference?				INSTRUCTIONAL WINDOW: 3/2/20-4/9/20
WEEK 3	WEEKLY CONCEPT: Our Heroes		ESSENTIAL QUESTION: What do heroes do?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.3 RI.2.5 RI.2.6 RI.2.8 RL.2.2 SL.2.1 SL.2.1b SL.2.2 SL.2.3	Title: "A Hero On and Off Skis" Genre: Informational Text/Biography Strategy: Summarize	SHORT TEXT César Chávez (600) Genre: Informational Text/Biography Strategy: Summarize Skill: Connections Within a Text: Sequence Text Features: Bold Print, Subheadings, Timeline	Strategy: Summarize Skill: Connections Within a Text: Sequence MAIN SELECTION Genre: Informational Text/Biography Title: Brave Bessie (650) PAIRED SELECTION Genre: Fiction/Legend Title: "The Legend of Kate Shelley" (640)	Strategy: Summarize Skill: Connections Within a Text: Sequence MAIN SELECTIONS Genre: Biography Titles: A: Rudy Garcia-Tolson/"The Unsinkable Molly Brown" (380) O: Rudy Garcia-Tolson/"The Unsinkable Molly Brown" (550) E: Rudy Garcia-Tolson/"The Unsinkable Molly Brown" (470) B: Rudy Garcia-Tolson/"The Unsinkable Molly Brown" (640)	Reading/Writing Workshop: Genre Literature Anthology: Specific Vocabulary
L.2.4a L.2.4c L.2.4e L.2.5 RI.2.4	VOCABULARY	Vocabulary Words: agree, challenging, discover, heroes, interest, perform, study, succeed Vocabulary Strategy: Synonyms High Frequency Words air, along, always, draw, during, ever, meant, nothing, story, won't Oral Vocabulary Words: competing, inspired, limited, overcome, refused			
L.2.2 L.2.2d RF.2.3 RF.2.3f RF.2.5b	PHONICS/SPELLING	Phonemic Awareness: Identify Syllables; Phoneme Categorization; Phoneme Blending Phonics/Spelling Skill: Variant Vowels:/ü/oo, u, u_e, ew, ue, ui; /û/ oo, ou, u Structural Analysis: Contractions with not			
RF.2.4 RF.2.4a	FLUENCY	Fluency Skill: Phrasing	ASSESSMENTS Weekly Formative Assessments		
W.2.2 W.2.6	WRITING	Writing Trait: Organization: Sequence Write About Reading: Analyze Sequence			
L.2.1 L.2.2 L.2.2a L1.1 L1.1d	GRAMMAR	Grammar Skill: Possessive Pronouns Grammar Mechanics: Capitalization of Proper Nouns		PLC Focus	
RI.2.1 RL.2.3 SL.2.1 W.2.2 W.2.7	Research	Weekly: Explore the life of an American hero.			



GRADE 2 LANGUAGE ARTS PACING GUIDE

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



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 5		BIG IDEA: Let's Make a Difference — How can people make a difference?			INSTRUCTIONAL WINDOW: 3/2/20-4/9/20	
WEEK 5		WEEKLY CONCEPT: Rights and Rules		ESSENTIAL QUESTION: Why are rules important?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.2.1 RI.2.3 RI.2.4 RI.2.5 RI.2.7 RL.2.3 SL.2.1 SL.2.2 SL.2.3	Title: "Town Rules" Genre: Time For Kids Strategy: Make, Confirm, Revise Predictions	SHORT TEXT Visiting the Past (610) Genre: Time For Kids Strategy: Make, Confirm, Revise Predictions Skill: Connections Within a Text: Cause and Effect Text Features: Subheadings, Chart	Strategy: Make, Confirm, Revise Predictions Skill: Connections Within a Text: Cause and Effect MAIN SELECTION Genre: Time For Kids Title: Setting the Rules (610) Paired Selection Genre: Time For Kids Title: "American Symbols" (650)	Strategy: Make, Confirm, Revise Predictions Skill: Connections With a Text: Cause and Effect MAIN SELECTIONS Genre: Expository Text Titles: A: Government Rules/"Pool Rules" (460) O: Government Rules/"Pool Rules" (540) E: Government Rules/"Pool Rules" (490) B: Government Rules/"Pool Rules" (670)	Reading/Writing Workshop: Specific Vocabulary; Purpose Literature Anthology: Purpose of a Text; Specific Vocabulary	
L.2.4 L.2.4a L.2.4c L.2.5 L.2.5a	VOCABULARY	Vocabulary Words: exclaimed, finally, form, history, public, rules, united, writers Additional Academic Words: alphabetical order,, symbols Vocabulary Strategy: Multiple Meaning Words High Frequency Words: anything, children, everybody, instead, paper, person, voice, whole, woman, words Oral Vocabulary Words: elected, permission, recycle, services, transportation				
L.2.2 L.2.2d RF.2.3e RF.2.3f RF2.3	PHONICS/SPELLING	Phonemic Awareness: Phoneme Deletion; Phoneme Segmentation; Phoneme Reversal; Phoneme Blending Phonics/Spelling Skill: Short Vowel Digraphs:/e/ea;/u/ou;/i/y Structural Analysis: Alphabetical Order (two letters)				
RF.2.4	FLUENCY	Fluency Skill: Pronunciation			ASSESSMENTS Weekly Formative Assessments	
W.2.2 W.2.5 W.2.6	WRITING	Writing Trait: Voice: Formal vs. Informal Write About Reading: Analyze Cause and Effect				
L.2.1 L.2.2 L.2.3 L.2.3a	GRAMMAR	Grammar Skill: Pronoun-Verb Agreement Grammar Mechanics: Book Titles				
RI.2.3 SL.2.1 W.2.7	Research	Weekly: Explore the history and significance of an American symbol. Unit Level: Research Skill: Review Parts of the Library Unit Project: Self-select and develop from options for unit research projects.			PLC Focus	



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Let's Make a Difference — How can people make a difference?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION:		3/2/20-4/9/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	FLUENCY	Reader's Theater: The Search for the Magic Lake	Using Assessment Results Tested skills:	
RI.2.5 W.2.7	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Good Deeds Add Up!	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.2.2 SL.2.3 W.2.7 W.2.6	RESEARCH AND INQUIRY	Research skill Choose Project Science/Social Studies Connection	Instructional strategy (ies)/activity (ies):	
W.2.2 W.2.5 W.2.6	WRITING	Genre Writing: Informative Text Unit Writing Products: Explanatory Text Compare/Contrast	RETEACH Skill/Strategy: Instructional strategy (ies)/activity (ies):	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	EXTEND LEARNING Level Up			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: How On Earth? — What keeps our world working?			INSTRUCTIONAL WINDOW: 4/20/20-5/29/20	
WEEK 1	WEEKLY CONCEPT: Plant Myths and Facts		ESSENTIAL QUESTION: What do myths help us understand?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RL.2.2 RL.2.6 SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3	Title: "The Bluebell" Genre: Fiction/Myth Strategy: Reread	SHORT TEXT Why Fir Tree Keeps His Leaves (560) Genre: Myth Strategy: Reread Skill: Theme	Strategy: Reread Skill: Author's Purpose MAIN SELECTION Genre: Informational Text/Expository Title: The Golden Flower (590) PAIRED SELECTION Genre: Informational Text/Expository Title: "The Pumpkin Patch" (600)	Strategy: Reread Skill: Theme MAIN SELECTIONS Genre: Myth Titles: A: The Apples of Idun/"Tomatoes" (400) O: Hercules and the Golden Apples/"Apples" (550) E: Hercules and the Golden Apples/"Apples" (440) B: Demeter and Persephone/"Pomegranate" (630)	Reading/Writing Workshop: Genre Literature Anthology: What Makes This Text Complex: Specific Vocabulary
L.2.4 L.2.4a L.2.4d L.2.5 L.2.6 RI.2.4	VOCABULARY	Vocabulary Words: appeared, crops, develop, edge, golden, rustled, shining, stages Additional Domain Words: Puerto Rico Additional Academic Words: adjective, myth, point of view, Vocabulary Strategy: Sentence Clues High Frequency Words: door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday Oral Vocabulary Words: disturb, entire, magnificent, stumbled, trembled			
L.2.2 L.2.2d RF.2.3 RF.2.3c RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Identify and Make Oral Rhymes; Phoneme Addition; Phoneme Blending; Phoneme Deletion Phonics/Spelling Skill: Closed Syllables and Open Syllables Structural Analysis: Compound Words			
RF.2.4 RF.2.4a RF.2.4b	FLUENCY	Fluency Skill: Expression	ASSESSMENTS Weekly Formative Assessments		
W.2.3 W.2.6 W.2.5	WRITING	Writing Trait: Organization: Strong Openings Write About Reading: Analyze Theme			
L.2.1 L.2.1e L.2.2	GRAMMAR	Grammar Skill: Adjectives Grammar Mechanics: Commas in a Series		PLC Focus	
RI.2.1 SL.2.1 SL.2.1c	Research	Weekly: Research a plant and what it needs to grow.			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: How On Earth? — What keeps our world working?			INSTRUCTIONAL WINDOW: 4/20/20-5/29/20	
WEEK 2	WEEKLY CONCEPT: We Need Energy		ESSENTIAL QUESTION: How do we use energy?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.3 RI.2.5 RI.2.6 RI.2.7 RI.2.8 SL.2.1 SL.2.2 SL.2.3	Title: "How Does Energy Make Your Hair Stand Up?" Genre: Informational Text/Expository Strategy: Reread	SHORT TEXT Pedal Power (660) Genre: Informational Text/Expository Strategy: Reread Skill: Author's Purpose Text Features: Photos With Captions, Subheadings, Diagram, Labels	Strategy: Summarize Skill: Main Idea and Key Details MAIN SELECTION Genre: Informational Text/Expository Title: My Light (680) PAIRED SELECTION Genre: Informational Text/ Narrative Nonfiction Title: "The Power of Water" (650)	Strategy: Reread Skill: Author's Purpose MAIN SELECTIONS Genre: Informational Text Titles: A: Wind Power/"A Solar House" (630) O: Wind Power/"A Solar House" (550) E: Wind Power/"A Solar House" (490) B: Wind Power/"A Solar House" (690)	Reading/Writing Workshop: Sentence Structure; Specific Vocabulary Literature Anthology: What Makes This Text Complex: Genre; Connections of Ideas; Specific Vocabulary
L.2.4 L.2.4a L.2.4c L.2.5 L.4.5 L.4.5c RI.2.4	VOCABULARY	Vocabulary Words: electricity, energy, flows, haul, power, silent, solar, underground Additional Domain Words: dam, generators Vocabulary Strategy: Paragraph Clues High Frequency Words: alone, became, beside, four, hello, large, notice, round, suppose, surprised Oral Vocabulary Words: charge, effects, rushes, slight, streak			
L.2.2 L.2.2d RF.2.3 RF.2.3c RF.2.3d RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Initial Phoneme Addition; Phoneme Segmentation; Initial Phoneme Substitution Phonics/Spelling Skill: CVCe Syllables Structural Analysis: Prefixes/Suffixes			
RF.2.4	FLUENCY	Fluency Skill: Intonation		ASSESSMENTS Weekly Formative Assessments	
W.2.2 W.2.5	WRITING	Writing Trait: Word Choice: Content Words Write About Reading: Analyze Author's Purpose			
L.2.1 L.2.2	GRAMMAR	Grammar Skill: Articles and This, That, These, and Those Grammar Mechanics: Names and Titles		PLC Focus	
RI.2.1 RI.2.6 W.2.2 W.2.7	Research	Weekly: How do we use different forms of energy in our everyday lives?			



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 6		BIG IDEA: How On Earth? — What keeps our world working?			INSTRUCTIONAL WINDOW: 4/20/20-5/29/20	
WEEK 3		WEEKLY CONCEPT: Team Up to Explore		ESSENTIAL QUESTION: Why is teamwork important?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.7 RI.2.8 SL.2.1 SL.2.2 SL.2.3	Title: "Teamwork in Space" Genre: Informational Text/Expository Strategy: Summarize	SHORT TEXT Dive Teams (660) Genre: Informational Text/Expository Strategy: Summarize Skill: Main Idea and Key Details Text Features: Photos With Captions, Map, Labels	Strategy: Summarize Skill: Main Idea and Key Details MAIN SELECTION Genre: Informational Text/Expository Title: Astronaut Handbook (790) PAIRED SELECTION Genre: Informational Text/Narrative Nonfiction Title: "Teamwork to the Top" (720)	Strategy: Summarize Skill: Main Idea and Key Details MAIN SELECTIONS Genre: Informational Text Titles: A: Digging For Sue/"Ancient Ship Discovered!" (430) O: Digging For Sue/"Ancient Ship Discovered!" (550) E: Digging For Sue/"Ancient Ship Discovered!" (470) B: Digging For Sue/"Ancient Ship Discovered!" (670)	Reading/Writing Workshop: Prior Knowledge; Connections of Ideas Literature Anthology: What Makes This Text Complex: Sentence Structure; Specific Vocabulary	
L.2.5 L.2.5a L.4.5c L.4.5 L.2.4 L.2.4c L.4.4b RI.2.4	VOCABULARY	Vocabulary Words: exploration, important, machines, prepare, repair, result, scientific, teamwork Additional Domain Words: astronaut, satellites Vocabulary Strategy: Greek and Latin Roots High Frequency Words above, brother, follow, listen, month, soft, something, song, who's, wind Oral Vocabulary Words: attach, collect, deliver, experiments, nations				
L.2.2 L.2.2c L.2.2d RF.2.3 RF.2.3c RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Identify Syllables; Phoneme Segmentation and Blending; Phoneme Addition and Deletion Phonics/Spelling Skill: Consonant + le (el, al) Syllables Structural Analysis: Contractions/Possessives				
RF.2.4 RF.2.4b	FLUENCY	Fluency Skill: Pronunciation			ASSESSMENTS Weekly Formative Assessments	
W.2.2 W.2.5 W.2.6	WRITING	Writing Trait: Ideas: Supportive Details Write About Reading: Analyze Text Features				
L.2.1 L.2.1e L.2.2 L.2.2c	GRAMMAR	Grammar Skill: Adjectives That Compare Grammar Mechanics: Apostrophes				
RI.2.1 RI.2.2 RI.2.5 SL.2.1 SL.2.1b W.2.7 W.2.8	Research	Weekly: Research a place you'd like to travel and explore with a team. What jobs will need to be done? What job will each team member have?			PLC Focus	



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 6		BIG IDEA: How On Earth? — What keeps our world working?			INSTRUCTIONAL WINDOW: 4/20/20-5/29/20	
WEEK 4		WEEKLY CONCEPT: Money Matters		ESSENTIAL QUESTION: How do we use money		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RI.2.2 RI.2.3 RI.2.5 RI.2.7 RL.2.1 RL.2.2 SL.2.1 SL.2.1c SL.2.2 SL.2.3	Title: "Keep the Change!" Genre: Informational Text/Expository Strategy: Summarize	SHORT TEXT The Life of a Dollar Bill (660) Genre: Informational Text/Expository Strategy: Summarize Skill: Connections Within a Text: Problem and Solution Text Features: Photos With Captions, Graph, Labels, Subheadings	Strategy: Summarize Skill: Connections Within a Text: Problem and Solution MAIN SELECTION Genre: Informational Text/Expository Title: Money Madness (780) PAIRED SELECTION Genre: Fiction/Myth Title: "King Midas and the Golden Touch" (720)	Strategy: Summarize Skill: Point of View MAIN SELECTIONS Genre: Fiction Titles: A: How to Be a Smart Shopper (450) O: How to Be a Smart Shopper (540) E: How to Be a Smart Shopper " (500) B: How to Be a Smart Shopper (680)	Reading/Writing Workshop: Organization; Genre Literature Anthology: Organization; Specific Vocabulary; Genre	
L.2.4 L.2.4c L.2.5 L.2.5a L.4.4a RI.2.4	VOCABULARY	Vocabulary Words: invented, money, prices, purchase, record, system, value, worth Additional Domain Words: credit cards Vocabulary Strategy: Paragraph Clues High Frequency Words: against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window Oral Vocabulary Words: charity, image, popular, portrait, symbol				
L.2.2 L.2.2d RF.2.3 RF.2.3b RF.2.3c RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Segmentation; Phoneme Substitution; Phoneme Reversal Phonics/Spelling Skill: Vowel Team Syllables Structural Analysis: Comparative Endings: -er, est (with spelling changes)				
RF.2.4 RF.2.4a	FLUENCY	Fluency Skill: Intonation			ASSESSMENTS Weekly Formative Assessments	
W.2.2 W.2.5 W.2.6	WRITING	Writing Trait: Organization: Strong Conclusions Write About Reading: Analyze Text Connections				
L.2.1 L.2.1e L.2.2 L.2.2a	GRAMMAR	Grammar Skill: Adverbs and Prepositional Phrases Grammar Mechanics: Capitalization			PLC Focus	
RI.2.1 RI.2.3 RI.2.5 W.2.7	Research	Weekly: Where does money come from and where does it go?				



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 6		BIG IDEA: How On Earth? — What keeps our world working?			INSTRUCTIONAL WINDOW: 4/20/20-5/29/20	
WEEK 5		WEEKLY CONCEPT: The World of Ideas		ESSENTIAL QUESTION: Where can your imagination take you?		
CCSS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RL.2.2 RL.2.4 RL.2.6 RL.2.10 SL.2.1 SL.2.1c SL.2.2 SL.2.3	Title: "Give Me a Brown Box," "Music Sends Me" Genre: Poetry Strategy: Summarize	SHORT TEXT A Box of Crayons," "What Story is This?," "The Ticket" (N/A) Genre: Poetry Strategy: Summarize Skill: Point of View Literary Element: Rhyme	Strategy: Summarize Skill: Point of View MAIN SELECTION Genre: Poetry Title: "Books to the Ceiling," "I've Got This Covered," "Eating While Reading" (N/A) PAIRED SELECTION Genre: Poetry Title: "Clay Play(N/A)	Strategy: Summarize Skill: Point of View MAIN SELECTIONS Genre: Fiction Titles: A: Matt's Journey/"Autumn Leaves," "The Orchestra" (430) O: A Fantastic Day!/"A Butterfly Life," "Circus Day" (560) E: A Fantastic Day!/"Pablo and I," "My Tiny Friend" (470) B: A Day in Ancient Rome/"Lost and Found," "My Magic Car" (640)	Reading/Writing Workshop: Purpose; Lack of Prior Knowledge Literature Anthology: What Makes This Text Complex?	
L.2.4 L.2.4c L.2.5 L.2.5a L.2.6 RL.2.4	VOCABULARY	Vocabulary Words: create, dazzling, imagination, seconds Additional Academic Words: blend, Vocabulary Strategy: Metaphors High Frequency Words: afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever Oral Vocabulary Words: flash, igloo, moat, orchestra, snore				
L.2.2 L.2.2d RF.2.3 RF.2.3f	PHONICS/SPELLING	Phonemic Awareness: Phoneme Addition; Phoneme Substitution; Phoneme Segmentation Phonics/Spelling Skill: r-controlled Vowel Syllables Structural Analysis: Three (or more) Syllable Words				
RF.2.4	FLUENCY	Fluency Skill: Expression			ASSESSMENTS Weekly Formative Assessments	
W.2.3 W.2.5 W.2.6	WRITING	Writing Trait: Word Choice: Strong Words Write About Reading: Analyze Point of View				
L.2.1 L.2.1e L.2.2	GRAMMAR	Grammar Skill: Adjectives and Adverbs Grammar Mechanics: Sentence Punctuation				
L.2.6 SL.2.1 W.2.7	Research	Weekly: Explore poetry and a poet's use of imagery. Unit Level: Research Skill: Visual Displays and Multimedia Presentations Unit Project: Self-select and develop from options for unit research projects.				



GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 6		BIG IDEA: How On Earth? — What keeps our world working?		INSTRUCTIONAL WINDOW:	
WEEK 6		ESSENTIAL QUESTION: What happens when families work together?		4/20/20-5/29/20	
CCSS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction		
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	FLUENCY	Reader's Theater: Mother Goose to the Rescue	Using Assessment Results Tested skills:		
RI.2.5 W.2.1	COMPREHENSION	<i>TIME FOR KIDS</i> /Reading Digitally: Flight School	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:	
SL.2.1 SL.2.3 W.2.6 W.2.7	RESEARCH AND INQUIRY	Research skill Choose Project Science/Social Studies Connection	Instructional strategy (ies)/activity (ies):		
L.2.2 W.2.2 W.2.5 W.2.6	WRITING	Genre Writing: Informative Text Unit Writing Products: Summary Research Report	RETEACH Skill/Strategy:	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:	
	EXTEND LEARNING Level Up		Instructional strategy (ies)/activity (ies):		