



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS
<p><b>Unit 1: IDENTITY- MY ROLES</b>            Students learn about roles by looking at what they do at home, school, in the community and what they may do in the future.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit – Launching Writer’s Workshop</b></p> <p><b>Suggested Time Frame:</b> 3 weeks</p> <p><b>Writing Unit -Personal Narrative</b></p> <p><b>Suggested Time Frame:</b> 4 -6 weeks</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>Determine Author’s Purpose</li> <li>Recall and Retell</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>Determine Important Information</li> <li>Make Inferences</li> </ul> <p><b>Writing – Personal Narratives</b></p> <ul style="list-style-type: none"> <li>Features of Personal Narratives</li> <li>Sequence of Events</li> <li>Proper Nouns</li> <li>Onomatopoeia</li> <li>Adverb Ending with -ly</li> </ul>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>RL.2.3 Describe how characters in a story respond to major events and challenges.</li> <li>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul> <p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, using temporal words to signal event order and provide a sense of closure</li> <li>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>W.2.7 Participate in shared research and writing (e.g., read a number of books on a single topic to produce a report; record science observations).</li> <li>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>

- Commas in a Series
- Simple Contractions
- Edit for Capitalization

### 21<sup>st</sup> Century Skills

- Listening Skills
- Present Information
- Collaboration

### Vocabulary Strategy

- Use Context Clues
- Use a Dictionary
- Use Picture Clues

### Word Work: Phonics and Word Study

- Consonant Blends
- Inflected Endings without spelling changes – s, -es, -ed, -ing
- Silent Letters
- Contractions: n't, 's, 'll
- Syllable Patterns V/CV and VC/V
- Short vowel sounds
- Long a, i, vowel sounds and teams

### READING FOUNDATIONAL SKILLS

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words
- RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

### SPEAKING AND LISTENING

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant details, speaking audible in coherent sentences.

### LANGUAGE

- L.2.1 Demonstrate command of the conventions English Standard grammar and usage when writing and speaking.
- L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1.f Produce, expand, and rearrange complete, simple, and compound sentences.
- L.2.2.a Capitalize holidays, product names, and geographic names.
- L.2.2.b Use commas in greetings and closings of letters.
- L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.4 Determine or clarify the meaning if unknown and multiple meaning words and phrases.
- L.2.4.a Use a sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**UNIT 2 EVERYDAY SCIENCE- ALL AROUND TOWN**

Students focus on many fields of science used in community life.

Inquiry Investigation

**Suggested Time Frame:** 4 weeks

**Writing Unit - Personal Narrative (continued from previous unit)**

**Suggested Time Frame:** 4 -6 weeks

**Target Skill**

- Identify Details and Facts
- Identify Main Ideas and Details

**Comprehension Strategy**

- Make Predictions
- Summarize

**Writing- Personal Narrative**

- See Unit 1

**21<sup>st</sup> Century Skills**

- Communication
- Present Information
- Use Voice Effectively
- Present Information

**Vocabulary Strategy**

- Identify Descriptive Language
- Use Context Clues
- Use a Dictionary

**Word Work: Phonics and Word Study**

- Plural Nouns with Spelling Changes : -y (ies), -y (-ys), -f (-ves)
- Double Medial Consonants (VCCV)
- Consonant Digraphs; sh, th, ch, tch
- Homophones
- Syllable Patterns V/CV and VC/V

**READING FOR LITERATURE**

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**READING FOR INFORMATION**

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.8 Describe how reasons support specific points the author makes in a text.

**WRITING**

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, using temporal words to signal event order and provide a sense of closure.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**READING FOUNDATIONAL SKILLS**

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**SPEAKING AND LISTENING**

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the

	<ul style="list-style-type: none"> <li>topics and texts under discussion).</li> <li>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant details, speaking audible in coherent sentences.</li> </ul>
	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>L.2.1 Demonstrate command of the conventions English Standard grammar and usage when writing and speaking</li> <li>L.2.1.b Form and use frequently occurring irregular, plural nouns (e.g., feet, children, teeth, mice, fish)</li> <li>L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage – badge; boy- boil).</li> <li>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>L.2.4 Determine or clarify the meaning if unknown and multiple meaning words and phrases <ul style="list-style-type: none"> <li>L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>L.2.4.c Use a known root words as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>L.2.4.d Use known root word as a clue to the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</li> <li>L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul> </li> <li>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> </ul> </li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 1  Reading Progress Assessment</p>
<p><b>UNIT 3 GEOGRAPHY AND ECONOMICS – COMMUNITY LIFE</b>  Students look into how geography and economy affect how and why communities start and flourish.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit - Informational</b></p>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>RL. 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>RL.2.3 Describe how characters in a story respond to major events and challenges.</li> <li>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul>

<p><b>Suggested Time Frame:</b> 4 to 6 weeks</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>Identify Cause and Effect</li> <li>Identify Fantasy and Realism</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Monitor Comprehension</li> </ul> <p><b>Writing – Informational Reports</b></p> <ul style="list-style-type: none"> <li>Analyzing Features of Informational Reports</li> <li>Sequence-of-Events</li> <li>Using Sentences of Different Lengths</li> <li>Ending Punctuation</li> <li>Choose Precise Words</li> <li>Singular and Regular Plural Nouns</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Present Information</li> <li>Use Voice Effectively</li> <li>Present Information</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Recognize Homophones</li> <li>Use Synonyms</li> <li>Use Descriptive Language</li> </ul> <p><b>Word Work: Phonics and Word Study</b></p> <ul style="list-style-type: none"> <li>Contractions 're, 'm, 'd, 've</li> <li>Multisyllabic Words Up to Three Syllables</li> <li>Three –Letter Blends</li> <li>Adding –s and –es</li> <li>Verb Endings</li> </ul>	<p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> </ul>
	<p><b>READING FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.</li> <li>RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.</li> <li>RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>
	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</li> <li>W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, using temporal words to signal event order and provide a sense of closure.</li> <li>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> <li>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<p><b>SPEAKING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant details, speaking audible in coherent sentences</li> </ul>	

	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• L.2.1 Demonstrate command of the conventions English Standard grammar and usage when writing and speaking</li> <li>• L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>• L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> <li>• L.2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• L.2.4 Determine or clarify the meaning if unknown and multiple meaning words and phrases</li> <li>• L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> </ul>
<p><b>UNIT4 EARTH SCIENCE- SEASONS &amp; WEATHER</b> Students examine seasons and weather patterns and their effect on living things.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Units-Informational</b> (continued form previous unit)</p> <p><b>Realistic Fiction</b></p> <p>Suggested Time Frame: 4 to 6 weeks</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Identify Text Structure</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Make Connections</li> <li>• Visualize</li> </ul>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul> <p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>• RI. 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• R.I.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>• RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>• RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>• RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>• RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</li> </ul>

**Writing- Informational**

- See Unit 3

**21<sup>st</sup> Century Skills**

- Understanding Technology
- Present Information
- Use Gestures and Body Language
- Present Information

**Vocabulary Strategy**

- Use Antonyms
- Using Multiple -Meaning Words

**Word Work: Phonics and Word Study**

- Verb Endings-ed, ing, with Spelling Changes
- Compound Words
- Syllable Patterns C + le and VC/CV

**READING FOUNDATIONAL SKILLS**

- RF.2.3 Know and apply grade-level phonics and word analysis skills on decoding words.
- RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4 read with sufficient accuracy and fluency to support comprehension.
- RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**WRITING**

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5 With Guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)

**SPEAKING AND LISTENING**

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant details, speaking audibly in coherent sentences

**LANGUAGE**

- L.2.1 Demonstrate command of the conventions English Standard grammar and usage when writing and speaking.
- L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).
- L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movies was watched by the little boy).
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2.c Use an apostrophe to form contractions and frequently occurring

	<p>possessives.</p> <ul style="list-style-type: none"> <li>• L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• L.2.4 Determine or clarify the meaning if unknown and multiple meaning words and phrases.</li> <li>• L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., Addition, additional).</li> <li>• L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>• L.2.4.e Use glossaries and begging dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> <li>• L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• L.2.5.a Identify real-life connections between words and their uses (e.g., describe foods that are spicy or juicy).</li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 2  Reading Progress Assessment</p>
<p><b>UNIT 5 – HISTORY AND CULTURE-NOW AND THEN.</b>  Students learn about communities through a historical and cultural perspective.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit- Realistic Fiction (continued from previous unit)</b></p> <p><b>Suggested Time Frame:</b> 4 -6 weeks</p> <p>Target Skill</p> <ul style="list-style-type: none"> <li>• Categorize and Classify</li> <li>• Draw Conclusions</li> </ul> <p>Comprehension Strategy</p> <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Monitor Comprehension</li> <li>• Make Predictions</li> <li>• Determine Important Information</li> </ul>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• RL.2.3 Describe how characters in a story respond to major events and challenges.</li> <li>• RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>• RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> </ul> <p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>• RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• R.I.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>• RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>• RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>• RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> </ul>



Writing – Realistic Fiction

- Problem and Solution
- “To- Be” Verbs
- Regular Past Tense Verbs
- Choose Descriptive Words
- Expanding Sentences using Details
- Proper Nouns

21<sup>st</sup> Century Skills

- Use information Responsibly
- Present Information
- Use Quotes Correctly

Vocabulary Strategy

- Make Analogies
- Classify Words
- Determine Word Relationships

Word Work: Phonics and Word Study

- Prefixes un-, re-, mis-
- Suffixes –less, -ness, -able
- Multisyllabic Words of at Least Four Syllables

**READING FOUNDATIONAL SKILLS**

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.d Decode words with common prefixes and suffixes.
- RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**WRITING**

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, using temporal words to signal event order and provide a sense of closure
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)

**SPEAKING AND LISTENING SKILLS**

- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b Build on others’ talk in conversations by linking their comments to the remarks of others.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant details, speaking audible in coherent sentences

**LANGUAGE**

- L.2.1 Demonstrate command of the conventions English Standard grammar and usage when writing and speaking.
- L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.2.2.a Capitalize holidays, product names, and geographic names

	<ul style="list-style-type: none"> <li>• L.2.4 Determine or clarify the meaning if unknown and multiple meaning words and phrases.</li> <li>• L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> </ul>
<p><b>UNIT 6- LIFE SCIENCE- GROWING UP</b> Students examine the life cycles of plants and animals and the commonalities of all living things.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit -Persuasive Letters</b></p> <p><b>Suggested Time Frame:</b> 4-6 weeks</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Sequence Events</li> <li>• Distinguish Fact and Opinion</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Make Connections</li> <li>• Ask and Answer Questions</li> </ul> <p><b>Writing –</b></p> <ul style="list-style-type: none"> <li>• Persuasive Letters</li> <li>• Use Problem and Solution text Structure</li> <li>• Organization of Ideas</li> <li>• Future Tense Verbs</li> <li>• Sentences Starters, I, But</li> <li>• Sentence Fluency</li> <li>• Commas in a Letter</li> <li>• Editing</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Use an Encyclopedia</li> <li>• Present Information</li> <li>• Organize Information</li> <li>• Present Information</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Determine Word Relationships</li> </ul>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a difference voice for each character when reading dialogue aloud.</li> </ul> <p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>• RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>• RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>• RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>• RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>• RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</li> </ul> <p><b>READING FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.</li> <li>• RF.2.3.d Decode words with common prefixes and suffixes.</li> <li>• RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.</li> <li>• RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</li> <li>• W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>• W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> </ul>

<ul style="list-style-type: none"> <li>• Use Similes</li> <li>• Use a Thesaurus</li> </ul> <p><b>Word Study and Phonics</b></p> <ul style="list-style-type: none"> <li>• Compound Words</li> <li>• Adding –er, -est to Adjectives and Adverbs</li> <li>• Prefixes pre-, in-, im-</li> </ul>	<ul style="list-style-type: none"> <li>• W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
	<p><b>SPEAKING AND LISTENING SKILLS</b></p> <ul style="list-style-type: none"> <li>• SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>• SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>• SL.2.4 Tell a story or recount an experience with appropriate facts and relevant details, speaking audible in coherent sentences</li> </ul>
	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• L.2.1 Demonstrate command of the conventions English Standard grammar and usage when writing and speaking.</li> <li>• L.2.1.e Use adjectives and adverbs, choose between them depending on what is to be modified.</li> <li>• L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> <li>• L.2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.2.2.b Use commas in greetings and closings of letters.</li> <li>• L.2.4 Determine or clarify the meaning if unknown and multiple meaning words and phrases.</li> <li>• L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>• L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>• L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 3  Reading Progress Assessment</p>

**UNIT 7- GOVERNMENT AND CITIZENSHIP-  
LOCAL LEADERS**

Students examine the structure and function of local government and its impact on everyday life.

Inquiry Investigation

**Suggested Time Frame:** 4 weeks

**Writing Unit - Procedural Texts**

**Suggested Time Frame:** 4-6 weeks

**Target Skill**

- Draw Conclusions
- Identify Main Ideas and Details
- Recall and Retell
- Sequence Events

**Comprehension Strategy**

- Visualize
- Determine Important Information
- Monitor Comprehension
- Ask and Answer Questions

**Writing**

- Procedural Texts
- Present Tense Verbs
- Command Tense Verbs
- Adjectives
- Sensory Words
- Commas in a series
- Ending Punctuation

**21<sup>st</sup> Century Skills**

- Evaluate Sources
- Present Information
- Cite Sources Properly
- Present Information

**Vocabulary Strategy**

- Analyze Idioms
- Classify Words
- Use Multiple-Meaning Words

Word Work: Phonics and Word Study

**READING FOR LITERATURE**

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**READING FOR INFORMATION**

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.

**READING FOUNDATIONAL SKILLS**

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3.d Decode words with common prefixes and suffixes.
- RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4.a Read grade-level text with purpose and understanding.
- RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**WRITING**

- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided

<ul style="list-style-type: none"> <li>• Abbreviations</li> <li>• Syllable Division: V/V</li> <li>• Suffixes –ly, -ful, -tion</li> </ul>	<ul style="list-style-type: none"> <li>• sources to answer a question.</li> <li>• W.CCR.2.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</li> </ul>
	<p><b>SPEAKING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>• SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>• SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>• SL.2.4 Tell a story or recount an experience with appropriate facts and relevant details, speaking audible in coherent sentences</li> </ul>
	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• L.2.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• L.2.1.f Produce, expand, and rearrange complete, simple, and compound sentences.</li> <li>• L.2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> </ul>
<p><b>UNIT 8 CHALLENGES- PHYSICAL FEATS</b> Students explore the rewarding challenge of overcoming physical limitations.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit –Procedural Texts</b> Procedural tests (continued from previous unit)</p> <p><b>Suggested Time Frame:</b> 4-6 weeks</p> <p><b>Target Skill</b></p>	<p><b>READING FOR LITERATURE</b></p> <ul style="list-style-type: none"> <li>• RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• RL.2.3 Describe how characters in a story respond to major events and challenges.</li> <li>• RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> </ul> <p><b>READING FOR INFORMATION</b></p> <ul style="list-style-type: none"> <li>• RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>• RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings,</li> </ul>

<ul style="list-style-type: none"> <li>Identify Details and Facts</li> <li>Compare and Contrast</li> <li>Determine Author's Purpose</li> <li>Cause and Effect</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>Making Predictions</li> <li>Make Inferences</li> <li>Make Connections</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Procedural Texts</li> <li>Present Tense Verbs</li> <li>Command Tense Verbs</li> <li>Adjectives</li> <li>Sensory Words</li> <li>Commas in a series</li> <li>Ending Punctuation</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>Appreciate Diversity</li> <li>Present Information</li> <li>Responsibility and Leadership</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Use Metaphors</li> <li>Use Synonyms</li> <li>Use Picture Clues</li> </ul> <p><b>Word Work: Phonics and Word Study</b></p> <ul style="list-style-type: none"> <li>Long a,e,i,o,u.</li> <li>Adding -s, -es, -ed, -ing</li> <li>Adding -er and -est</li> <li>Prefixes pre-, mis-, dis-</li> <li>Suffixes -less,-ness, -able</li> </ul>	<p>glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <ul style="list-style-type: none"> <li>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> <li>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</li> </ul> <p><b>READING FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>Rf.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>RF.2.3.b Know spelling-sound correspondences for additional common vowel teams.</li> <li>RF.2.3.c Decode regularly spelled two syllable words with long vowels.</li> <li>RF.2.3.d Decode words with common prefixes and suffixes.</li> <li>RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.</li> <li>RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</li> <li>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> <li>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul> <p><b>SPEAKING AND LISTENING</b></p> <ul style="list-style-type: none"> <li>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant details, speaking audible in coherent sentences</li> </ul>
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	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• L.2.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• L.2.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.2.2.a Capitalize holidays, product names, and geographic names.</li> <li>• L.2.2.b Use commas in greetings and closings of letters.</li> <li>• L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</li> <li>• L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 4</p>