

**2nd Grade ELA**  
**Unit 1 Understanding Communities**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand that characters in stories have unique points of view. (RL.2.6)
- Writers understand that signal words tell the sequence of events in a story. (W.1.3)
- Learners understand that relationships within a community are important. (SS.2.C.2.4)

	<b>Lessons 1-7</b>	<b>Lessons 8-10</b>	<b>Lesson 11</b>	<b>Lessons 12-13</b>
<b>Text</b>	<i>Trouble at the Sandbox</i>	<i>Snowshoe Hare's Winter Home (Text Collection Vol. 1)</i>	<i>Something Told the Wild Geese (Text Collection Vol. 1)</i>	<i>Trouble at the Sandbox</i>  <i>Snowshoe Hare's Winter Home (Text Collection Vol. 1)</i>
<b>Foundational Skills Focus</b>	Short Vowels- <i>use words with final -ck, -ng, -nk</i> (Lessons 1-5)  Long Vowels Spelled VCe- <i>use words c/s/, g/j/, s/z/</i> (Lessons 6-7)	Long Vowels Spelled VCe- <i>use words c/s/, g/j/, s/z/</i> (Lessons 8-10)	Long Vowels Spelled VCe- <i>use words c/s/, g/j/, s/z/</i> (Lesson 11)	Long Vowels Spelled VCe- <i>use words c/s/, g/j/, s/z/</i> (Lessons 12-13)
<b>Words Their Way Correlation</b>	Letter Name -(31) My Clock is Sick  Within Word-(1) Who Has a Tail?, (2) The Name is the Same, (3) The Kite That Flew Away, (4) Dive In, (5) When Bob Woke Up Late, (7) Cubby's Gum, (8) Cubby's Gum	Within Word-(11) Pancakes, (13) Tiger's Tummy Ache, (15) Wilbert Took a Walk	Within Word-(16) The Doctor Has the Flu, (17) The World's Biggest Baby	Within Word-(19) An Eagle Flies High, (21) The Princess and the Wise Woman, (35) Pick Up Nick, (41) The Princess and the Wise Woman
<b>High Frequency Words</b>	(L2) a, his, was, he, the, then, as, is, of, to, with (L4) to, a, his, he, the, was, is will, what, when, things, fun (L7) it, good, at, her, age, make, every, small, home	(L9) make, machine, it, face, huge, rock, word, draw, color		(L12) it, good, at, her, age, make, every, small, home (L13) make, machine, it, face, huge, rock, work, draw, color
<b>Reading Instructional Focus</b>	(L1) Identify Characters' Responses (L2) Understand Story Structure (L3) Use Illustrations to Understand	(L8) Use Words and Pictures to Understand Characters	(L11) Describe a Poem	(L12) Compare Problems and Solutions (L13) Describe the Structure

	Setting (L4) Understand Characters' Responses (L5) Character Traits (L6) Use Illustrations and words to understand Characters (L7) Describe different Points of View	(L9) Describe Key Details (L10) Use Illustrations to Understand Plot and Characters		of a Story
<b>Independent Reading Focus</b>	Process- Engagement & Identity (L1-5); Independence(L6-7)  Strategy- Comprehension (L1-2, 4-5, 7); Critical Thinking (L3); Decoding & Word Recognition (L6)	Process- Independence  Strategy- Comprehension (L8-9); Critical Thinking (L10)	Process- Engagement and Identity  Strategy- Fluency	Process- Stamina  Strategy- Comprehension
<b>Writing Instruction Focus</b>	(L1) Describe Characters (L2) Identify Character Relationships (L3) Create a New Character (L4) Understand Point of View (L5) Create a Narrative Scene (L6) Write a Beginning (L7) Use Sequence Words	(L8) Write a Narrative with Multiple Events (L9) Use Sequence Words (L10) Write a Draft	Revise a Draft	(L12) Edit a Draft (L13) Publish Writing
<b>Conventions</b>	(L1) Identify Nouns (L2) Capitalize Proper Nouns (L3) Form and Use Plural Nouns (L4) Irregular Plural Nouns (L5) Identify Collective Nouns (L6) Verbs in the Present and Past Tense (L7) Use Simple Sentences	(L8) Identify Irregular Verbs (L9) Identify Irregular Verbs (L10) Irregular Verbs	(L11) Pronouns	(L12) Pronouns (L13) Pronouns
<b>Independent Writing</b>	Write a Narrative			
<b>Benchmark Vocabulary</b>	(L1) shade, plastic, spade, shadow (L2) scared, carrying, upset (L3) breath, calm, searched (L4) shrugged, awesome, tipped, sank (L5) bravely, background (L6) probably, mumbled, properly,	(L8) tumbling, vanished, ambling (L9) nibbling, thumped, crackled (L10) speck, peering, bounded	(L11) frost, orchards, amber	(L12) sharing, vanished, Review: scared (L13) snuggle, Review: probably

	nodded (L7) corner			
<b>iReady Lesson Focus</b>	Lesson 17 RL.2.6 (Focus Standard for ReadyGen Unit 1-A)	Lesson 17 RL.2.6 (Focus Standard for ReadyGen Unit 1-A)	Lesson 14 RL.2.4 (Supporting Standard for ReadyGen Unit 1-A) *Standard will be tested with Unit 3 Module B	Lesson 14 RL.2.4 (Supporting Standard for ReadyGen Unit 1-A) *Standard will be tested with Unit 3 Module B
<b>Assessment (Optional)</b>	<ul style="list-style-type: none"> <li>• <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>• Selection Tests for ReadyGEN Modules</li> <li>• iReady Close Reading Lesson for RL.2.6</li> <li>• iReady Standards Mastery RL.2.6 (Form B)</li> </ul>			
<b>Assessment (Required)</b>	<ul style="list-style-type: none"> <li>• Administer Beginning of the Year Spelling Inventory</li> <li>• Unit 1 Module A Performance-Based Assessment (Writing Test Grade)</li> <li>• iReady Standards Mastery Assessment RL.2.6 (Form A) (Reading Test Grade)</li> <li>• Fluency Assessment (Reading Test Grade- Administer before progress reports.)</li> </ul>			
<p><b>Performance-Based Assessment</b>  Task: Write a New Story  Children will write a narrative in which they write a new story using the characters from <i>Trouble at the Sandbox</i>.</p>				

**2nd Grade ELA**  
**Unit 1 Understanding Communities**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand that informational texts have main topics that are supported by key details. (RI.1.2)
- Writers understand the importance of clearly introducing a topic and developing it with facts. (W.1.2)
- Learners understand that people in communities have different experiences based on where they live. (SS.2.A.2.8)

	<b>Lessons 1-7</b>	<b>Lessons 8-10</b>	<b>Lessons 11-12</b>
<b>Text</b>	<i>Friends Around the World</i>  Lesson 3- <i>Subways Are People (Text Collection Vol. 1)</i>	<i>The House on Maple Street (Text Collection Vol. 1)</i>  Lesson 10- <i>Fishing in the Creek (Text Collection Vol.1)</i>	<i>Friends Around the World</i>  <i>The House on Maple Street (Text Collection Vol. 1)</i>
<b>Foundational Skills Focus</b>	Consonant Blends (Lessons 1-5)  Endings -s, -ed, -ing (Lessons 6-7)	Endings -s, -ed, -ing (Lessons 8-10)	Endings -s, -ed, -ing (Lessons 11-12)
<b>Words Their Way Correlation</b>	Letter Name-(18) My Lost Top, (19) Sally’s Spaceship, (20) Winter’s Song, (21) Glenda the Lion, (22) The River Grows, (23) At the Track, (38) A Fun Place to Eat, (39) Stan Packs, (41) Roll Out the Red Rug, (42) My Lost Top  Within Word-(38) Winter’s Song	Syllables and Affixes-Lessons 3, 5, 6, 7	Syllables and Affixes-Lessons 8, 9, 10, 19
<b>High Frequency Words</b>	(L2) sun, not, out, hot, of, front (L4) of, felt, not, well, must, said, mother, build, one, father (L7) see, in, an, hole, day, now	(L9) jumped, up, from, early, ran, eat	(L12) see, in, an, hole, day, now, jumped, up, from, early, ran, eat
<b>Reading Instructional Focus</b>	(L1) Identify the Main Topic of a Text (L2) Identify How Details Develop a Topic (L3) Ask and Answer Questions to Understand a Text (L4) Describe Steps in a Process (L5) Use Captions to Understand a Text (L6) Use Key Words To Understand Important	(L8) Describe the Structure of a Story (L9) Use Illustrations to Understand Setting (L10) Identify Author’s Purpose	(L11) Use Illustrations to Compare Two Texts (L12) Use Details to Talk About Text

	Details (L7) Use Facts to Compare and Contrast Text		
<b>Independent Reading Focus</b>	Process- Engagement & Identity (L1-5); Independence (L6-7)  Strategy- Comprehension (L1-5); Vocabulary Knowledge (L6-7)	Process- Independence (L8); Engagement and Identity (L9-10)  Strategy- Comprehension (L8-9); Critical Thinking (L10)	Process- Engagement and Identity (L11); Stamina (L12)  Strategy- Comprehension (L11); Fluency (L12)
<b>Writing Instruction Focus</b>	(L1) Use Text and Photos (L2) Use Facts and Definitions (L3) Write About a Topic (L4) Write About the Author's Purpose (L5) Use Facts (L6) Use Key Words and Phrases to Write (L7) Understand Linking Words	(L8) Write Conclusions (L9) Use Facts (L10) Use Descriptive Details	(L11) Compare and Contrast (L12) Revise and Edit a First Draft
<b>Conventions</b>	(L1-2) Identify Adjectives (L3) Adjectives (L4) Understand Adjectives (L5) Review Adjectives (L6) Adverbs (L7) Use Adverbs	(L8-10) Use Adverbs	(L11-12) Contractions
<b>Independent Writing</b>	Write a Compare-and-Contrast Paragraph		
<b>Benchmark Vocabulary</b>	(L1) exchange, facts, country, subway (L2) uniform, parka, outback (L3) favorite, scored, traditional (L4) caribou, frozen, meal (L5) seasons, pours, floods (L6) bandage, barbecue (L7) learned, activities, common, exciting	(L8) fierce, mighty (L9) snug, complained (L10) paved, remained	(L11) cricket, Review: mighty (L12) Review: outback
<b>iReady Lesson Focus</b>	Lesson 2 RI.1.2 (Focus Standard for ReadyGen Unit 1-B)	Lesson 2 RI.1.2 (Focus Standard for ReadyGen Unit 1-B)	Lesson 2 RI.1.2 (Focus Standard for ReadyGen Unit 1-B)
<b>Assessment (Optional)</b>	<ul style="list-style-type: none"> <li>• <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>• Selection Tests for ReadyGEN Modules</li> </ul>		

	<ul style="list-style-type: none"> <li>● iReady Close Reading Lesson for RI.1.2</li> <li>● iReady Standards Mastery Assessment RI.1.2 (Form B)</li> <li>● Unit 1 End-of-Unit Assessment (ReadyGen) <b>NOTE:</b> Unit 1 Module B End-of-Unit Assessment Extended Response Prompt will be used as District Writing Prompt #1</li> </ul>
<b>Assessment (Required)</b>	<ul style="list-style-type: none"> <li>● Performance-Based Assessment (Writing Test Grade)</li> <li>● End of Unit 1 Foundational Skills Assessment (Word Study Test Grade)</li> <li>● iReady Standards Mastery Assessment RI.1.2 (Form A) (Reading Test Grade)</li> <li>● District Writing Prompt #1 (Unit 1 Module B End-of-Unit Assessment Extended Response Prompt)</li> </ul>
<p><b>Performance-Based Assessment</b>  Task: Compare and Contrast Communities  Children write a compare-contrast paragraph about two of the communities they read about in the selections. Children will introduce the communities and include at least one fact about each that is the same and one fact that is different.</p>	

**2nd Grade ELA**  
**Unit 2 Making Decisions**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand that knowing the structure of a story helps them comprehend the text. (RL.1.3, RL.2.5)
- Writers understand that describing a character's actions, thoughts, and feelings enhances a story. (W.1.3)
- Learners understand that people make decisions based on their needs and wants. (SS.2.E.1.4)

	<b>Lessons 1-3</b>	<b>Lessons 4-6</b>	<b>Lesson 7-9</b>	<b>Lesson 10</b>	<b>Lesson 11-13</b>
<b>Text</b>	<i>Alexander, Who Used to Be Rich Last Sunday</i>  Lesson 3- <i>Money Matters</i> (Text Collection Vol. 1)	<i>A Chair for My Mother</i> (Text Collection Vol. 1)  Lesson 6- <i>Sharing</i> (Text Collection Vol. 1)	<i>Alexander, Who Used to Be Rich Last Sunday</i>	<i>A Chair for My Mother</i> (Text Collection Vol. 1)	<i>Alexander, Who Used to Be Rich Last Sunday</i>  <i>A Chair for My Mother</i> (Text Collection Vol. 1)
<b>Foundational Skills Focus</b>	Consonant Digraphs ch, tch, sh, th, wh (Lessons 1-3)	Consonant Digraphs ch, tch, sh, th, wh (Lessons 4-5)  r-Controlled ar, or, ore, oar - use words with syllables VC/CV (Lessons 6)	r-Controlled ar, or, ore, oar - use words with syllables VC/CV (Lessons 7-9)	r-Controlled ar, or, ore, oar - use words with syllables VC/CV (Lessons 10)	r-Controlled ar, or, ore, oar - use words with syllables VC/CV (Lessons 11-13)
<b>Words Their Way Correlation</b>	Emergent-Early Letter Name-(38) She Said, (39) Chocolate Chip Cookies, (40) Stan Packs, (41) Who Has Whiskers?, (42) Three White Sheep  Letter Name-(15) The Ship	Letter Name-(16) Humpback Whales, (17) Chipmunk Chili  Within Word-(42) My Lost Top	Letter Name-(47) Pop Goes the Popcorn, (48) A Sea Star	Within Word-(23) A Fox Lives Here, (24) The Not-So Scary Scarecrow	Within Word-(27) Friends Forever, (29) The Monster Under the Bed
<b>High Frequency Words</b>	(L2) let, me, tell, white, about, by, friend	(L4) white, one, you, had, came, gone, some, should, through, there	(L7) went, this, before, far, much, more, do (L9) hard, went, still, I, listen, heard, once		(L12) went, this, before, far, much, more, do (L13) hard, went, still, I, listen, heard, once
<b>Reading Instructional</b>	(L1) Identify Story Structure	(L4) Identify and Understand Story	(L7) Understand and Describe Story	(L10) Use Illustrations to	(L11) Use Text Illustrations to Tell About

<b>Focus</b>	(L2) Use Illustrations to Understand Characters and Plot (L3) Understand Characters' Responses	Structure (L5) Understand a Character's Response (L6) Understand Story Structure	Structure (L8) Use Details to Understand Characters (L9) Identify the Central Message of a Text	Understand the Text	Characters (L12) Use Key Details to Understand Characters (L13) Use Text and Picture Clues to Compare Characters
<b>Independent Reading Focus</b>	Process- Engagement & Identity (L1-3)  Strategy- Comprehension (L1-2); Fluency (L3)	Process- Engagement and Identity (L4-5); Independence (L6)  Strategy- Comprehension (L4); Decoding and Word Recognition (L5); Critical Thinking (L6)	Process- Independence (L7-8); Engagement and Identity (L9)  Strategy- Comprehension (L7); Vocabulary Knowledge (L8); Critical Thinking (L9)	Process- Engagement and Identity (L10)  Strategy- Critical Thinking (L10)	Process- Engagement and Identity (L11); Stamina (L12-13)  Strategy- Critical Thinking (L11); Comprehension (L12); Fluency (L13)
<b>Writing Instruction Focus</b>	(L1) Describe a Character's Actions (L2) Write to Describe Illustrations (L3) Describe Characters' Actions	(L4) Identify Story Structure (L5) Understand Character Details (L6) Describe Ending Details	(L7) Write an Ending (L8) Write Dialogue (L9) Revise a Narrative	(L10) Describe Characters' Responses	(L11) Use Sequence Words (L12) Describe Characters' Responses (L13) Revise a Narrative
<b>Conventions</b>	(L1) Identify Singular Possessives (L2) Plural Possessives (L3) Apostrophes	(L4-5) Form and Use Possessives Pronouns (L6) Simple Sentences	(L7) Adjectives in Simple Sentences (L8) Adverbs in Simple Sentences (L9) Compound Subjects	(L10) Using Verbs in Sentences	(L11-13) Compound Sentences
<b>Independent Writing</b>	Write a Narrative				
<b>Benchmark Vocabulary</b>	(L1) save (L2) college, downtown (L3) fined,	(L4) coins, bargain, savings (L5) spoiled, charcoal	(L7) rich (L8) absolutely, vanish (L9) positively	(L10) tulips, block	(L11) Review: savings, exchanged (L12) Review: rich



	accident	(L6) boost, exchanged			(L13) Review: save, bargain
<b>iReady Lesson Focus</b>	Lesson 9 RL.1.3 (Focus Standard for ReadyGen Unit 2-A)	Lesson 9 RL.1.3 (Focus Standard for ReadyGen Unit 2-A)	Lesson 16 RL.2.5 (Focus Standard for ReadyGen Unit 2-A)	Lesson 16 RL.2.5 (Focus Standard for ReadyGen Unit 2-A)	Lesson 16 RL.2.5 (Focus Standard for ReadyGen Unit 2-A)
<b>Assessment (Optional)</b>	<ul style="list-style-type: none"> <li>• <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>• Selection Tests for ReadyGEN Modules</li> <li>• iReady Close Reading Lesson for RL.1.3</li> <li>• iReady Standards Mastery Assessment for RL.1.3 (Form B)</li> <li>• iReady Close Reading Lesson for RL.2.5</li> <li>• iReady Standards Mastery Assessment for RL.2.5 (Form B)</li> </ul>				
<b>Assessment (Required)</b>	<ul style="list-style-type: none"> <li>• Performance-Based Assessment (Writing Test Grade)</li> <li>• iReady Standards Mastery Assessment RL.1.3, RL.2.5 (Form A) (Reading Test Grade)</li> <li>• Fluency Assessment (Reading Test Grade- Administer before the end of Quarter 1)</li> </ul>				
<p><b>Performance-Based Assessment</b>  Task: Write About a Decision  Children will write a short narrative about a character who makes a decision about money. They will create a plot with a beginning, middle, and end.</p>					

**2nd Grade ELA**  
**Unit 2 Making Decisions**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand that asking and answering questions helps clarify their comprehension of a text. (RI.1.1, RL.1.1)
- Writers understand that authors use reasons to support their opinions. (W.1.1)
- Learners understand the effects that available resources have on people’s choices. (SS.2.E.1.1)

	<b>Lessons 1-6</b>	<b>Lessons 7-10</b>	<b>Lessons 11-12</b>
<b>Text</b>	<i>Money Matters!</i>	<i>I Wanna Iguana (Text Collection Vol. 1)</i>  Lesson 8- <i>Lizard Longing (Text Collection Vol.1)</i> and <i>Unfair (Text Collection Vol.1)</i>	<i>Money Matters!</i>  <i>I Wanna Iguana (Text Collection Vol. 1)</i>
<b>Foundational Skills Focus</b>	Contractions (Lessons 1-5)  r-Controlled er, ir, ur- use words with syllables VC/CV (Lesson 6)	r-Controlled er, ir, ur- use words with syllables VC/CV (Lessons 7-10)	r-Controlled er, ir, ur- use words with syllables VC/CV (Lessons 11-12)
<b>Words Their Way Correlation</b>	Letter Name-(49) Flip’s Trick	Within Word-(25) A Fox Lives Here	Within Word-(26) Miss Muffet and the Spider, (28) Sea Turtle Night
<b>High Frequency Words</b>	(L2) full, does, yard, bones, my (L4) yard, she, have, run, either, they, second, off, great, sure, laughed	(L7) like, saw, put, also, first, into, done (L9) first, toward, fast, into, time, ago, corner, say, enough	(L12) like, saw, put, also, first, into, done
<b>Reading Instructional Focus</b>	(L1) Identify the Main Purpose of a Text (L2) Identify the Main Topic (L3) Identify and Use Text Features (L4) Use Words and Phrases to Understand a Text (L5) Ask and Answer Questions About Text (L6) Analyze Text Features	(L7) Ask and Answer Questions About Text Features (L8) Understand Story Structure (L9) Describe Character Traits (L10) Identify and Understand Point of View	(L11) Compare and Contrast Text Structures (L12) Compare and Contrast Texts

<b>Independent Reading Focus</b>	Process- Engagement & Identity (L1-5); Independence (L6)  Strategy- Comprehension (L1-2, 5-6); Fluency (L3); Vocabulary Knowledge (L4)	Process- Independence (L7-8); Engagement and Identity (L9-10)  Strategy- Comprehension (L7, 10); Fluency (L8); Critical Thinking (L9)	Process- Engagement and Identity (L11); Stamina (L12)  Strategy- Comprehension (L11-12)
<b>Writing Instruction Focus</b>	(L1) State and Support an Opinion (L2) Form and Support an Opinion (L3) Find Information to Form an Opinion (L4) State and Support an Opinion (L5) Analyze Text Features (L6) Use Conjunctions to Connect Reasons with Points	(L7) Use Linking Phrases (L8) Identify Key Details (L9) Understand Opinions About Characters (L10) Identify Points of View	(L11) Analyze Text Structure (L12) State the Main Topic and Message
<b>Conventions</b>	(L1) Use Commas in a Series (L2-3) Use Commas in Compound Sentences (L4) Commas in Dates (L5) Commas and Adjectives (L6) Commas	(L7-9) Commas in Letters (L10) Use Commas	(L11) Write Simple Sentences (L12) Simple Sentences
<b>Independent Writing</b>	Write Paragraphs to Explain and Support an Opinion		
<b>Benchmark Vocabulary</b>	(L1) spending (L2) earn, choices (L3) agree, valuable, refuse (L4) bought, sold, borrow (L5) services, measures, useful (L6) skills, chores	(L7) doubt, compassionate (L8) mention, concerned (L9) exactly (L10) responsible, financial	(L11) allowance, Review: chores (L12) need

<b>iReady Lesson Focus</b>	Lesson 1 RI.1.1 (Focus Standard for ReadyGen Unit 2-B)	Lesson 6 RL.1.1 (Focus Standard for ReadyGen Unit 2-B)	Lesson 6 RL.1.1 (Focus Standard for ReadyGen Unit 2-B)
<b>Assessment (Optional)</b>	<ul style="list-style-type: none"> <li>● <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>● Selection Tests for ReadyGEN Modules</li> <li>● iReady Close Reading Lesson for RI.1.1</li> <li>● iReady Standards Mastery Assessment for RI.1.1 (Form B)</li> <li>● iReady Close Reading Lesson for RL.1.1</li> <li>● iReady Standards Mastery Assessment for RL.1.1 (Form B)</li> <li>● Unit 2 End-of-Unit Assessment (ReadyGen)</li> </ul>		
<b>Assessment (Required)</b>	<ul style="list-style-type: none"> <li>● Performance-Based Assessment</li> <li>● End of Unit 2 Foundational Skills Assessment</li> <li>● iReady Standards Mastery RI.1.1, RL.1.1 (Form A)</li> <li>● Fluency Assessment (Reading Test Grade- Administer before progress reports)</li> </ul>		
<p><b>Performance-Based Assessment</b>  Task: Write an Opinion  Children will write an opinion paragraph about something they want and why they should have it. Children will introduce what they want and state their opinion about why they should have it. They will supply reasons that support their opinion.</p>			

**2nd Grade ELA**  
**Unit 3 Building Ideas**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand that illustrations in literary texts and specific features in informational texts can help them understand what they read. (RL.3.7, RI.2.5)
- Writers understand that using multiple sources makes research-based writing stronger. (W.1.3)
- Learners understand that a person’s life story can reveal big ideas about historical events. (SS.2.C.2.5)

	<b>Lessons 1-6</b>	<b>Lesson 7</b>	<b>Lessons 8-11</b>	<b>Lessons 12-13</b>
<b>Text</b>	<i>Theodore Roosevelt: The Adventurous President</i>	<i>Lincoln (Text Collection Vol. 1)</i>	<i>Marching With Aunt Susan (Text Collection Vol. 1)</i>	<i>Theodore Roosevelt: The Adventurous President</i>  <i>Lincoln (Text Collection Vol. 1)</i>  <i>Marching With Aunt Susan (Text Collection Vol. 1)</i>
<b>Foundational Skills Focus</b>	Plurals -s, -es, -ies, change f to v (Lessons 1-5)  Long a spelled a, ai, ay- use words with syllables V/CV (Lessons 6)	Long a spelled a, ai, ay- use words with syllables V/CV (Lesson 7)	Long a spelled a, ai, ay- use words with syllables V/CV (Lessons 8-10)  Long e spelled e, ee, ea, y- use words with syllables V/CV, VC/CV (Lesson 11)	Long e spelled e, ee, ea, y- use words with syllables V/CV, VC/CV (Lesson 12-13)
<b>Words Their Way Correlation</b>	Within Word- (10) When Bob Woke Up Late, (12) Who Has a Tail?	Within Word-(9) Cubby’s Gum	Within Word-(18) Something Everyone Needs	Within Word-(20) Pete’s Bad Day
<b>High Frequency Words</b>	(L2) are, together, go, give, won’t, after (L4) people, after, bought, probably, remember, door, seemed	(L7) horse, main, problem, visit, how	(L9) wait, bought, minute, main, thinks, would	(L12) our, class, read, fact, got, again (L13) pretty, very, again, science, won, town, watched, shoes, because, guess
<b>Reading Instructional Focus</b>	(L1) Use Text Features to Find Key Information (L2) Ask and Answer Questions to Show Understanding (L3) Use Text Features to Deepen Understanding	(L7) Talk About The Structure and Meaning of a Poem	(L8) Ask and Answer Questions with Text Evidence (L9) Identify Key Details (L10) Describe Historical Events (L11) Describe Different Points of View	(L12) Compare People and Events Across Texts (L13) Identify Author’s Purpose

	(L4) Make Connections Between Historical Events (L5) Finding Key Details in an Interview (L6) Use Text Features			
<b>Independent Reading Focus</b>	Process- Engagement and Identity (L1-3); Independence (L4-6)  Strategy- Comprehension (L1-2, 5-6); Fluency (L3); Vocabulary Knowledge (L4)	Process- Stamina (L7)  Strategy- Vocabulary Knowledge (L7)	Process- Stamina (L8-9); Engagement and Identity (L10-11)  Strategy- Comprehension (L8); Fluency (L9); Critical Thinking (L10); Decoding and Word Recognition (L11)	Process- Independence (L12-13)  Strategy- Decoding and Word Recognition (L12); Fluency (L13)
<b>Writing Instruction Focus</b>	(L1) Identify Main Purpose (L2) Use Text Features (L3) Use Text Features (L4) Write About Events (L5) Conduct Research (L6) Write Headings	(L7) Research a Topic	(L8) Use Outside Sources in Writing (L9) Use Key Details (L10) Connect Historical Events (L11) Research Historical Figures	(L12) Write Research Facts (L13) Revise and Edit a First Draft
<b>Conventions</b>	(L1-4) Capitalizing Geographic Names (L5) Proper Nouns (L6) Adjectives	(L7) Adverbs	(L7-8) Adverbs (L9-10) Adjectives and Adverbs (L11) Expand Sentences with Adjectives	(L12) Expand Sentences with Adverbs (L13) Expand Sentences with Adjectives and Adverbs
<b>Independent Writing</b>	Write an Informative Research Paper			
<b>Benchmark Vocabulary</b>	(L1) unusual, energy (L2) honor, politics (L3) popular, strike (L4) experts, extinct (L5) grateful, conservation (L6) preserve, proverb	(L7) weary	(L8) strenuous, rights, swarmed (L9) mount, balance, wobbling (L10) avid, portrait (L11) Review: rights, avid	(L12) Review: politics, popular (L13) Review: unusual, honor
<b>iReady Lesson Focus</b>	Lesson 11 RI.2.5 (Focus Standard for ReadyGen Unit 3-A) *Standard will be assessed with Unit 3 Module B.	Lesson 18 RL.2.7 (Focus Standard for ReadyGen Unit 3-A)	Lesson 18 RL.2.7 (Focus Standard for ReadyGen Unit 3-A)	Lesson 18 RL.2.7 (Focus Standard for ReadyGen Unit 3-A)

<b>Assessment (Optional)</b>	<ul style="list-style-type: none"> <li>● <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>● Selection Tests for ReadyGEN Modules</li> <li>● iReady Close Reading Lesson for RI.2.5</li> <li>● iReady Close Reading Lesson for RL.2.7</li> <li>● iReady Standards Mastery Assessment for RL.2.7 (Form B)</li> </ul>
<b>Assessment (Required)</b>	<ul style="list-style-type: none"> <li>● Performance-Based Assessment</li> <li>● iReady Standard Mastery Assessment RL.2.7 (Form A)</li> </ul>

**Performance-Based Assessment**

Task: Write a Biographical Sketch

Children will work in a small group to conduct research about an American who did something special to help our country. The research should focus on the contributions he or she made to our country. Students will write three paragraphs that state their questions(3) and answers found during shared research. They will use appropriate words such as *what, when, and why*.

**2nd Grade ELA**  
**Unit 3 Building Ideas**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand the importance of asking and answering questions about key details in a text. (RI.1.1, RL.1.1)
- Writers understand that facts and details help develop topics in writing. (W.1.2)
- Learners understand that turning an idea into action requires determination and work. (SS.2.C.2.5)

	<b>Lessons 1-6</b>	<b>Lessons 7-10</b>	<b>Lesson 11</b>	<b>Lesson 12</b>
<b>Text</b>	<i>Change Makers</i>	<i>City Green (Text Collection Vol. 1)</i>	<i>City Trees (Text Collection Vol. 1)</i> <i>Stone Bench (Text Collection Vol. 1)</i>	<i>Change Makers</i> <i>City Green (Text Collection Vol. 1)</i>
<b>Foundational Skills Focus</b>	Long e spelled e, ee, ea, y- use words with syllables V/CV, VC/CV (Lessons 1-5)  Long o spelled o, oa, ow- use words with syllables V/CV, VC/CV (Lesson 6)	Long o spelled o, oa, ow- use words with syllables V/CV, VC/CV (Lessons 7-10)	Compound Words (Lesson 11)	Compound Words (Lesson 12)
<b>Words Their Way Correlation</b>	Within Word-(6) Summer at Cove Lake	Within Word-(14) Grandpa, Grandma, and the Tractor	None	Syllables and Affixes-Lesson 1
<b>High Frequency Words</b>	(L2) our, class, read, fact, got, again (L4) pretty, very, again, science, won, town, watched, shoes, because, guess	(L7) old, farm, cat, different, most, across, pushed (L9) always, been, puches, car, wash, answers, school		(L12) river, smile, such, even, where, something
<b>Reading Instructional Focus</b>	(L1) Identify the Main Topic (L2) Describe the Connection Between a Series of Events (L3) Use Images to Understand Text (L4) Ask and Answer Questions About Key Details (L5) Understand Key Details (L6) Use Details to Identify the Topic	(L7) Describe Story Structure and Sequence (L8) Use Illustrations and Words to Understand a Story (L9) Understand Point of View in a Text (L10) Use Illustrations to Understand Characters and Events	(L11) Compare the Structure of Poems	(L12) Compare Words and Phrases
<b>Independent</b>	Process- Engagement & Identity (L1-3);	Process- Stamina (L7-9);	Process- Engagement	Process- Independence



<b>Reading Focus</b>	Independence (L4-6) Strategy- Comprehension (L1); Critical Thinking (L2-4,6); Vocabulary Knowledge (L5)	Engagement and Identity (L10) Strategy- Critical Thinking (L7); Comprehension (L8); Vocabulary Knowledge (L9-10)	and Identity (L11) Strategy- Critical Thinking (L11)	(L12) Strategy- Vocabulary Knowledge (L12)
<b>Writing Instruction Focus</b>	(L1) Introduce a Main Topic (L2) Use Text Features (L3) Use Images to Support Writing (L4) Revise a Draft (L5) Organize Information (L6) Write Interview Questions	(L7) Use Details (L8) Use Illustrations (L9) Plan Writing (L10) Identify Author's Point of View	(L11) Revise Writing (L12) State the Main Topic and Message	(L12) Use Descriptive Language
<b>Conventions</b>	(L1-2) Prepositions (L3) Conjunctions (L4-6) Use Conjunctions	(L7) Use Adjectives (L8) Use Formal Language (L9) Formal and Informal Language (L10) Adjectives	(L11) Use Formal and Informal Language	(L12) Formal and Informal Language
<b>Independent Writing</b>	Write an Informative/Explanatory Paragraph			
<b>Benchmark Vocabulary</b>	(L1) community, inventor, creative (L2) destroyed, products, harming (L3) homeless, donated, disaster (L4) healthy, harvest, projects (L5) champions, links (L6) electronic, solve	(L7) heap, rubble (L8) packets, scoop (L9) petition (L10) sprinkling, patch	(L11) undoubtedly	(L12) Review: healthy, harvest, petition
<b>iReady Lesson Focus</b>	Lesson 12 RI.2.5 (Supporting Standard for ReadyGen Unit 3-B)	Lesson 15 RL.2.4 (Supporting Standard for ReadyGen Unit 3-B)	Lesson 15 RL.2.4 (Supporting Standard for ReadyGen Unit 3-B)	Lesson 15 RL.2.4 (Supporting Standard for ReadyGen Unit 3-B)
<b>Assessment (Optional)</b>	<ul style="list-style-type: none"> <li>• <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>• Selection Tests for ReadyGEN Modules</li> <li>• iReady Close Reading Lesson for RI.2.5</li> <li>• iReady Standards Mastery Assessment for RI.2.5 (Form B)</li> <li>• iReady Close Reading Lesson for RL.2.4</li> <li>• iReady Standards Mastery Assessment for RL.2.4 (Form B)</li> <li>• Unit 3 End-of-Unit Assessment (ReadyGen)</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Performance-Based Assessment</li> </ul>			

**(Required)**

- End of Unit 3 Foundational Skills Assessment
- iReady Standards Assessment RI.2.5, RL.2.4 (Form A)
- Fluency Assessment (Reading Test Grade- Administer before end of Quarter 2)

**Performance-Based Assessment**

Task: Design a Park

Children will design a park and explain how the park will benefit their community. Children will write about the qualities and characteristics of their park. They will illustrate their newly designed park.

**2nd Grade ELA**  
**Unit 4 Facing Challenges and Change**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand that characters face challenges in stories. (RL.1.3)
- Writers understand that a character’s thoughts, actions, and feelings are revealed through details. (W.1.3)
- Learners understand that facing challenges leads to change in people.

	<b>Lessons 1-7</b>	<b>Lessons 8-10</b>	<b>Lesson 11</b>	<b>Lesson 12-13</b>
<b>Text</b>	<i>The Earth Dragon Awakes</i>	<i>Seek the Sun (Text Collection Vol. 2)</i>	Poem Selections from Text Collection Vol. 2: <i>“The Fool on the Hill”</i> <i>“Mother of the Mountains”</i> <i>“I Am Boom”</i>	<i>The Earth Dragon Awakes</i>  <i>Seek the Sun (Text Collection Vol. 2)</i>
<b>Foundational Skills Focus</b>	Compound Words (Lessons 1-5)  Long i spelled i, ie, igh, y- use words with syllables V/CV (Lessons 6-7)	Long i spelled i, ie, igh, y- use words with syllables V/CV (Lessons 8-10)	Comparative Endings -er, -est (Lesson 11)	Comparative Endings -er, -est (Lesson 12-13)
<b>High Frequency Words</b>	(L2) river, smile, such, even, where, something (L4) never, park, where, river, caught, believe, everyone (L7) bright, sky, fine, try, tiny	(L9) bright, try, believe, child, play, many, kind, sometimes, don’t, their		(L12) city, too, way, store (L13) city, too, question, clothes, hours, money, spot, next
<b>Words Their Way Correlation</b>	Syllables and Affixes-Lesson 2	Within Word-(10) When Bob Woke Up Late, (21) The Princess and the Wise Woman	Within Word-(22) All About Bats	Syllables and Affixes-Lesson 52
<b>Reading Instructional Focus</b>	(L1) Compare and Contrast Different Points of View (L2) Describe How Characters Respond to Events (L3) Identify Characters’ Responses (L4) Describe Character Responses (L5) Understand Key Details (L6) Connect Fictional Characters to	(L8) Compare and Contrast Points of View (L9) Compare and Contrast Characters (L10) Identify and Describe Elements of Story Structure	(L11) Compare and Contrast Text	(L12) Compare and Contrast Cultures in Texts  (L13) Compare Story Structure in Texts

	Historical Events (L7) Determine the Central Message			
<b>Independent Reading Focus</b>	Process- Engagement & Identity (L1-3); Independence (L4-6); Stamina (L7)  Strategy- Comprehension (L1,5,7); Vocabulary Knowledge (L2,6); Fluency (L3); Critical Thinking (L4)	Process- Stamina (L8-9); Engagement and Identity (L10)  Strategy- Critical Thinking (L8); Comprehension (L9-10)	Process- Engagement and Identity (L11)  Strategy- Critical Thinking (L11)	Process- Independence (L12); Engagement and Identity (L13)  Strategy- Critical Thinking (L12); Fluency (L13)
<b>Writing Instruction Focus</b>	(L1) Identify Points of View (L2) Develop Characters (L3) Identify Points of View (L4) Develop Character Responses (L5) Develop Story Structure (L6) Connect Historical Events and Plot (L7) Develop Central Message	(L8) Develop Points of View (L9) Identify Characters' Responses (L10) Use a Storyboard to Plan Writing	(L11) Planning and Drafting	(L12) Draft a Conclusion (L13) Edit and Publish the Narrative
<b>Conventions</b>	(L1) Common Nouns and Proper Nouns (L2) Capitalize Proper Nouns (L3) Identify Singular and Plural Nouns (L4) Identify Irregular Plural Nouns (L5) Identify Collective Nouns (L6) Identify Past and Present Tense (L7) Nouns and Verbs	(L8) Irregular Verbs (L9) Irregular Verbs (L10) Irregular Verbs	(L11) Identify and Use Subject Pronouns	(L12) Identify and Use Object Pronouns (L13) Identify and Use Reflexive Pronouns
<b>Independent Writing</b>	Write a Narrative			
<b>Benchmark Vocabulary</b>	(L1) dialect (L2) twitches, plunges, dazed (L3) scatters, missiles (L4) surges, trample (L5) revenge, parched (L6) insurance, ruins (L7) confidence, courage	(L8) fortune, advised (L9) tended, lovingly, precious (L10) essential, protected	(L11) shiver, vanish, tremble, faint	(L12) Review: dialect, precious (L13) Review: surges, essential

<b>iReady Lesson Focus</b>	Lesson 7 RL.1.2 (Focus Standard for ReadyGen Unit 4-A)	Lesson 8 RL.1.2 (Focus Standard for ReadyGen Unit 4-A)	Lesson 8 RL.1.2 (Focus Standard for ReadyGen Unit 4-A)	Lesson 8 RL.1.2 (Focus Standard for ReadyGen Unit 4-A)
<b>Assessment (Optional)</b>	<ul style="list-style-type: none"> <li>● <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>● Selection Tests for ReadyGEN Modules</li> <li>● iReady Close Reading Lesson for RL.1.2</li> <li>● iReady Standards Mastery Assessment for RL.1.2 (Form B)</li> </ul>			
<b>Assessment (Required)</b>	<ul style="list-style-type: none"> <li>● Middle of the Year Spelling Inventory</li> <li>● Performance-Based Assessment</li> <li>● iReady Standards Assessment RL.1.2 (Form A)</li> <li>● Fluency Assessment (Reading Test Grade- Administer before progress reports)</li> </ul>			
<p><b>Performance-Based Assessment</b>  Task: Write About Henry and Chin  Children will write a short story about Henry and Chin from <i>The Earth Dragon Awakes</i> that describes an adventure the boys might have during the rebuilding of San Francisco after the earthquake.</p>				

**2nd Grade ELA**  
**Unit 4 Facing Challenges and Change**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand that identifying main topics in a text aids their comprehension (RI.1.2)
- Writers understand that informational writing is strengthened by facts, definitions, and a solid conclusion (W.1.2)
- Learners understand that change can happen quickly and create challenges.

	<b>Lessons 1-5</b>	<b>Lessons 6-9</b>	<b>Lesson 10</b>	<b>Lessons 11-12</b>
<b>Text</b>	<i>Disaster Alert!</i>	<i>Danger! Earthquakes (Text Collection Vol. 1)</i>	<i>Who Could Somersault the San Andreas Fault? (Text Collection Vol. 1)</i>	<i>Disaster Alert!</i> <i>Danger! Earthquakes (Text Collection Vol. 1)</i>
<b>Foundational Skills Focus</b>	Final Syllable -le (Lessons 1-5)	Vowel Patterns oo, u (Lessons 6-9)	Vowel Patterns oo, u (Lessons 10)	Diphthongs ou, ow, oi, oy (Lessons 11-12)
<b>Words Their Way Correlation</b>	Syllables and Affixes-Lesson 33 & 34	None	Within Word-(31) The House That Stood on Booker Hill	Within Word-(30) What Joy Found, (32) Squirrels
<b>High Frequency Words</b>	(L2) set, able, table, water, today (L4) table, tree, show, today, find, turn, water, want, able, seen	(L7) get, book, for, these, ask, maybe, down, seat (L9) asked, for, maybe, book, box, down, these, lake, fish, get, seat, let's, full		(L12) seeds, soil, brown, land, plant
<b>Reading Instructional Focus</b>	(L1) Identify the Main Topic of a Text (L2) Ask Questions to Understand Key Details (L3) Describe How Reasons Support the Author's Points (L4) Define Words and Phrases to Understand the Main Topic (L5) Connect Scientific Ideas	(L6) Use Facts and Details to Identify the Main Topic (L7) Use Picture and Maps (L8) Connect Scientific Ideas in a Text (L9) Identify Reasons that Support the Author's Points	(L10) Identify Words and Phrases that Supply Meaning	(L11) Describe Connections Between Ideas (L12) Compare Texts on the Same Topic
<b>Independent Reading Focus</b>	Process- Engagement & Identity (L1-3); Independence (L4-5)  Strategy- Comprehension (L1-2); Critical Thinking (L3); Vocabulary	Process- Independence (L6); Stamina (L7-9)  Strategy- Fluency (L6,8); Critical Thinking (L7,9)	Process- Engagement and Identity (L10)  Strategy- Vocabulary Knowledge (L10)	Process- Engagement and Identity (L11); Independence (L12)  Strategy- Critical Thinking

	Knowledge (L4); Fluency (L5)			(L11-12)
<b>Writing Instruction Focus</b>	(L1) Write About a Topic (L2) Add Details and Definitions (L3) Research and Connect Scientific Ideas (L4) Use Descriptive Language (L5) Summarizing Text	(L6) Use Key Ideas and Details (L7) Use Maps (L8) Conduct Research (L9) Add a Conclusion	(L10) Support Ideas with Facts and Details	(L11) Connect Scientific Ideas (L12) Revise a Newspaper Article
<b>Conventions</b>	(L1-3) Use Adjectives (L4-5) Adjectives	(L6-7) Adverbs (L8) Identify and Use Adverbs (L9) Adverbs	(L10) Apostrophes in Contractions	(L11-12) Contractions
<b>Independent Writing</b>	Write a Newspaper Article Based on a Read Event			
<b>Benchmark Vocabulary</b>	(L1) rotating, violent, alerts (L2) absorb, electrical (L3) dissolves, collapse, explore (L4) pressure, erupts, poisons (L5) faulty, extreme, shelters	(L6) damage, wreck (L7) measure, recorded, level (L8) grind (L9) collapse, steep, loose	(L10) divide	(L11) Review: grind (L12) Review: collapse, damage
<b>iReady Lesson Focus</b>	Lesson 4 RI.1.3 (Supporting Standard for ReadyGen Unit 4-B)	Lesson 4 RI.1.3 (Supporting Standard for ReadyGen Unit 4-B)	Lesson 10 RI.2.4 (Supporting Standard for ReadyGen Unit 4-B)	Lesson 10 RI.2.4 (Supporting Standard for ReadyGen Unit 4-B)
<b>Assessments (Optional)</b>	<ul style="list-style-type: none"> <li>• <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>• Selection Tests for ReadyGEN Modules</li> <li>• iReady Close Reading Lesson for RI.1.3</li> <li>• iReady Standards Mastery Assessment for RI.1.3 (Form B)</li> <li>• iReady Close Reading Lesson for RI.2.4</li> <li>• iReady Standards Mastery Assessment for RI.2.4 (Form B)</li> </ul>			
<b>Assessment (Required)</b>	<ul style="list-style-type: none"> <li>• Performance-Based Assessment</li> <li>• End of Unit 4 Foundational Skills Assessment</li> <li>• iReady Standards Assessment RI.1.3, RI.2.4 (Form A)</li> <li>• Unit 4 End-of-Unit Assessment (ReadyGen) <b>NOTE:</b> Unit 4 Module B End-of-Unit Assessment Extended Response Prompt will be used as District Writing Prompt #2</li> </ul>			
<b>Performance-Based Assessment</b>				
Task: Write a Magazine Article				
Children will use information they have learned from the selections to write an informative magazine article explaining a natural event.				

**2nd Grade ELA**  
**Unit 5 Pioneering New Ideas and New Worlds**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand that texts on the same topic have similarities and differences. (RI.3.9)
- Writers understand that opinions need strong reasons to support them. (W.1.1)
- Learners understand that personal journeys can affect historical events. (SS.2.A.2.3)

	<b>Lessons 1-6</b>	<b>Lessons 7-10</b>	<b>Lesson 11</b>	<b>Lessons 12-13</b>
<b>Text</b>	<i>John Chapman: Planter and Pioneer</i>	<i>Johnny Appleseed (Text Collection Vol. 2)</i>	Poem Selections from Text Collection Vol.2: <i>Planting a Tree</i> <i>Trees</i>	<i>John Chapman: Planter and Pioneer</i>  <i>Johnny Appleseed (Text Collection Vol. 2)</i>
<b>Foundational Skills Focus</b>	Syllable Patterns (Lessons 1-5) Vowel Digraphs oo, ue, ew, ui (Lesson 6)	Vowel Digraphs oo, ue, ew, ui (Lesson 7-10)	Suffixes -ly, -ful, -er, -or, -ish (Lesson 11)	Suffixes -ly, -ful, -er, -or, -ish (Lesson 12-13)
<b>Words Their Way Correlation</b>	Syllables and Affixes-Lessons 12-18, 20-32	Within Word-(17) The World's Biggest Baby  Syllables and Affixes-Lessons 35-39	Syllables and Affixes-Lessons 51	Syllables and Affixes-Lessons 53
<b>High Frequency Words</b>	(L2) young, travel, direction, clear (L4) travel, wide, clear, street, several, music	(L7) eyes, picture, only, moon, single, thought, another (L9) new, thought, picture, moon, single, gave, blue, eyes, hear, goes		(L12) free, anything, enjoy, place, garden (L13) told, garden, quickly, teacher, anything, you're, little, learns
<b>Reading Instructional Focus</b>	(L1) Talk About the Main Topic of a Biography (L2) Ask and Answer Questions About Purpose (L3) Identify the Main Purpose of a Text (L4) Describe How Reasons Supports Points in a Text (L5) Identify Author's Purpose (L6) Describe How Reasons Support Points in a Text	(L7) Use Text Features (L8) Use Text Features to Locate Facts in Text (L9) Explain How Authors Support Specific Ideas (L10) Use Details and Examples to Talk About Text Purpose	(L11) Describe Rhythm and Meaning to Compare Poems	(L12) Use Facts, Details, and Examples to Compare Texts (L13) Identify Main Ideas of Texts
<b>Independent</b>	Process- Engagement & Identity	Process- Independence (L7-9);	Process- Stamina (L11)	Process- Engagement and



<b>Reading Focus</b>	(L1-3); Stamina (L4-6)  Strategy- Comprehension (L1-2); Fluency (L3); Critical Thinking (L4,6); Vocabulary Knowledge	Stamina (L10)  Strategy- Comprehension (L7); Fluency (L8); Vocabulary Knowledge (L9); Critical Thinking (L10)	Strategy- Fluency (L11)	Identity (L12-13)  Strategy- Critical Thinking (L12-13)
<b>Writing Instruction Focus</b>	(L1) Make Connections to Support an Opinion (L2) Make Connections (L3) State and Support an Opinion (L4) Use Linking Words (L5) Share an Opinion (L6) Write Conclusions to an Opinion	(L7) Analyze Text Features (L8) Understand Text Features (L9) Support Opinions with Reasons (L10) Plan	(L11) Draft	(L12) State and Support an Opinion (L13) Edit and Publish
<b>Conventions</b>	(L1) Apostrophes in Singular Possessives (L2) Identify Apostrophes in Plural Possessives (L3) Apostrophes in Possessives and Contractions (L4-5) Possessive Pronouns (L6) Simple Sentences	(L7) Expand Simple Sentences with Adjectives (L8) Expand Simple Sentences with Adverbs (L9) Expand Simple Sentences with Compound Subjects (L10) Expand Simple Sentences	(L11) Rearrange Simple Sentences	(L12) Expand and Rearrange Sentences (L13) Rearrange Simple and Compound Sentences
<b>Independent Writing</b>	Write an Opinion Piece			
<b>Benchmark Vocabulary</b>	(L1) wild, tangled (L2) visitors, amazed (L3) beneath (L4) clever, planters, tattered (L5) hero, creatures, legend (L6) stretch, thankful	(L7) settlers (L8) orchards (L9) nickname (L10) frontier	(L11) boughs, drowsy	(L12) Review: wild, hero (L13) Review: planters, orchards
<b>iReady Lesson Focus</b>	Lesson 19 RI.3.8 (Supporting Standard for ReadyGen Unit 5-A)	Lesson 20 RI.3.9 (Focus Standard for ReadyGen Unit 5-A)	Lesson 20 RI.3.9 (Focus Standard for ReadyGen Unit 5-A)	Lesson 20 RI.3.9 (Focus Standard for ReadyGen Unit 5-A)
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> </ul>			

<b>(Optional)</b>	<ul style="list-style-type: none"> <li>● Selection Tests for ReadyGEN Modules</li> <li>● iReady Close Reading Lesson for RI.3.8</li> <li>● iReady Standards Mastery Assessment for RI.3.8 (Form B)</li> <li>● iReady Close Reading Lesson for RI.3.9</li> <li>● iReady Standards Mastery Assessment for RI.3.9 (Form B)</li> </ul>
<b>Assessment (Required)</b>	<ul style="list-style-type: none"> <li>● Performance-Based Assessment</li> <li>● iReady Standards Mastery Assessment RI.3.8, RI.3.9 (Form A)</li> <li>● Fluency Assessment (Reading Test Grade-Administer before the end of Quarter 3)</li> </ul>
<p><b>Performance-Based Assessment Task: Write About Lessons Learned</b>  Children will think about some of the lessons that we can learn from Johnny Appleseed: use what you have, share what you have, and respect nature. Children will choose one of the lessons and write their opinion about why they think the lesson is still important to follow in today's world.</p>	

**2nd Grade ELA**  
**Unit 5 Pioneering New Ideas and New Worlds**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand that different types of texts can be used to learn about similar topics. (RI.1.1, RL.1.1)
- Writers understand the importance of well-sequenced events, details, and conclusions in stories. (W.1.3)
- Learners understand that people’s journeys to settle in new places helped our country grow.. (SS.2.A.2.4)

	<b>Lessons 1-6</b>	<b>Lessons 7-10</b>	<b>Lesson 11-12</b>
<b>Text</b>	<i>Pioneers to the West</i>  Poem: <i>Home on the Range (Text Collection Vol. 2)</i>	<i>Going West (Text Collection Vol. 2)</i>  Poem: <i>The Gateway Arch (Text Collection Vol. 2)</i>	<i>Pioneers to the West</i>  <i>Going West (Text Collection Vol. 2)</i>
<b>Foundational Skills Focus</b>	Prefixes un-, re-, pre-. dis- (Lessons 1-5)  Inflected Endings -s, -es, -ed, ing, -er, -est (Lesson 6)	Consonant Patterns kn, wr, gn, mb (Lessons 7-10)	Consonant Patterns ph, gh, -ck, -ng (Lessons 11-12)
<b>Words Their Way Correlation</b>	Syllables and Affixes-Lessons 47-48 Derivational Relations-Lesson 1	Within Word-(36) A Lot Happened Today	Letter Name- (33) That Pig Can’t Do a Thing, (45) That Pig Can’t Do a Thing
<b>High Frequency Words</b>	(L2) family, them, swim, night, hills, soft (L4) so, swim, family, soft, games, space, those, boys, come	(L7) away, other, write, tow, each (L9) know, man, other, who, write, truck	(L12) animals, happy, signs, cool, month, country, brother, happy, clean, long
<b>Reading Instructional Focus</b>	(L1) Find Information Using Text Features (L2) Make Cause and Effect Connections (L3) Ask and Answer Questions (L4) Identify Main Purpose and Key Details (L5) Describe Connections in a Text (L6) Use Images to Clarify Text	(L7) Understand Different Points of View (L8) Understand Key Details (L9) Use Details to Describe Characters and Events (L10) Identify the Central Message	(L11) Compare and Contrast Texts (L12) Understand Key Details
<b>Independent Reading Focus</b>	Process- Engagement & Identity (L1-4); Stamina (L5-6)  Strategy- Comprehension (L1-4,6); Fluency (L3)	Process- Independence (L7-9); Stamina (L10)  Strategy- Comprehension (L7,9); Fluency (L8); Critical Thinking (L10)	Process- Engagement and Identity (L11-12)  Strategy- Critical Thinking (L11-12)

<b>Writing Instruction Focus</b>	(L1) Use Text Features (L2) Organize Answers (L3) Identify Story Sequence (L4) Identify Character Traits (L5) Identify Strong Conclusions (L6) Use Images	(L7) Understand Point of View (L8) Understand Rising Action and Climax (L9) Write a Narrative (L10) Revise a Narrative	(L11) Plan and Draft a Narrative (L12) Revise and Edit a Narrative
<b>Conventions</b>	(L1) Use Simple Sentences (L2-4) Use Prepositional Phrases (L5) Prepositional Phrases (L6) Rearrange Simple Sentences	(L7) Rearrange Simple Sentences (L8) Combine Sentences (L9) Prepositional Phrases (L10) Expand Sentences	(L11-12) Rearrange Sentences
<b>Independent Writing</b>	Write a Narrative		
<b>Benchmark Vocabulary</b>	(L1) conflict, fortune (L2) bound, typical (L3) territory, opportunities (L4) blizzard (L5) destiny, progress (L6) advertisements	(L7) swaying (L8) baking, shriveling, squashed (L9) stable, howling (L10) constant, mounds	(L11) Review: territory, destiny (L12) Review: Progress
<b>iReady Lesson Focus</b>	Lesson 18 RI.3.7 (Supporting Standard for ReadyGen Unit 5-B)	Lesson 18 RI.3.7 (Supporting Standard for ReadyGen Unit 5-B)	Lesson 18 RI.3.7 (Supporting Standard for ReadyGen Unit 5-B)
<b>Assessment (Optional)</b>	<ul style="list-style-type: none"> <li>• <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>• Selection Tests for ReadyGEN Modules</li> <li>• iReady Close Reading Lesson for RI.3.7</li> <li>• iReady Standards Mastery Assessment for RI.3.7 (Form A)</li> <li>• Unit 5 End-of-Unit Assessment (ReadyGen)</li> </ul>		
<b>Assessment (Required)</b>	<ul style="list-style-type: none"> <li>• Performance-Based Assessment</li> <li>• End of Unit 5 Foundational Skills Assessment</li> <li>• iReady Standard Assessment RI.3.7 (Form B)</li> </ul>		
<p><b>Performance-Based Assessment</b>  Task: Write about a Journey West  Children will write a short story about a pioneer child who shows bravery using ideas and information from the texts they read. .</p>			



**2nd Grade ELA**  
**Unit 6 Changing the World**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand specific strategies they can use to improve their understanding of texts. (RL.2.5, RI.2.5)
- Writers understand that opinions and reasons are connected. (W.1.1)
- Learners understand that people can change the world with strong commitment. (SS.2.C.2.5)

	<b>Lessons 1-6</b>	<b>Lessons 7-10</b>	<b>Lessons 11-13</b>
<b>Text</b>	<i>68 Ways to Save the Planet Before Bedtime</i>	<i>On Meadowview Street (Text Collection Vol. 2)</i>	Poetry Selections from <i>Text Collection Vol.2: The Lion and the Mouse</i> <i>The Crow and the Pitcher</i> <i>68 Ways to Save the Planet Before Bedtime</i> <i>On Meadowview Street (Text Collection vol. 2)</i>
<b>Foundational Skills Focus</b>	Vowel Patterns aw, au, augh, al (Lessons 1-5) Inflected Endings -s, -es, -ed, -ing, -er, -est (Lesson 6)	Inflected Endings -s, -es, -ed, -ing, -er, -est (Lesson 7-10)	Abbreviations (Lessons 11-13)
<b>Words Their Way Correlation</b>	Within Word-(34) Library Lobster Fishing at Dawn	None	This skill is outside the scope and sequence of this program.
<b>High Frequency Words</b>	(L2) stop, summer, best, walk (L4) name, summer, stopped, walk, arm, mouth, best, tail, rains	(L7) trip, surprise, returns, keep, flowers (L9) trip, but, might, king, ever, afraid	(L12) important, bike, mountain, south, (L13) north, important, mountain, almost, dog
<b>Reading Instructional Focus</b>	(L1) Identify the Main Topic to Understand a Text (L2) Use Text Features (L3) Connect Scientific Ideas (L4) Explain How Images Clarify Text (L5) Use Text to Ask and Answer Questions (L6) Identify the Main Purpose of a text	(L7) Describe How Characters Respond to Events (L8) Describe How Word Choice Affects a Story (L9) Use Illustrations to Understand and Talk About Text (L10) Use Story Structure to Understand Text	(L11) Determine a Fable's Central Message (L12) Describe Connections in a Text (L13) Identify the Author's Purpose
<b>Independent Reading Focus</b>	Process- Engagement & Identity (L1-3); Stamina (4-6)	Process- Engagement and Identity (L7-9); Stamina (L10)	Process- Stamina (L11); Engagement and Identity (L12-13)

	Strategy- Comprehension (L1-2, 4-5); Fluency (L3,6)	Strategy- Comprehension (L7,9,10); Critical Thinking (L6)	Strategy- Vocabulary Knowledge (L11); Comprehension (L12); Critical Thinking (L13)
<b>Writing Instruction Focus</b>	(L1) State and Support an Opinion (L2) Identify a Main Purpose (L3) Make Connections (L4) Use Linking Words (L5) Support Opinions (L6) Analyze a Conclusion	(L7) State and Support an Opinion (L8) Write a Book Review (L9) Revise (L10) Writing Process: Plan an Opinion Piece	(L11) Writing Process: Draft an Opinion Piece (L12) Writing Process: Revise an Opinion Piece (L13) Edit and Publish an Opinion Piece
<b>Conventions</b>	(L1) Spelling Patterns- Consonant Digraphs (L2) Spelling Patterns- Vowel Digraphs (L3) Spelling Patterns- /g/ or /j/ (L4) Spelling Patterns- Diphthongs <i>oi</i> and <i>oy</i> (L5) Spelling Patterns- Silent <i>gh</i> (L6) Compound Words	(L7) Compound Words (L8-9) Prefixes (L10) Using Root Words	(L11-13) Shades of Meaning
<b>Independent Writing</b>	Write an Opinion Piece		
<b>Benchmark Vocabulary</b>	(L1) reflected, resources (L2) dangerous, litter, waste (L3) impossible, persuade, switch, completely (L4) reduce, produce, reuse (L5) reason, passenger, packaging (L6) selfish, sponsored, monitor, dragging	(L7) pleaded (L8) unpacked (L9) Zipping (L10) shallow	(L11) hunters, pebble (L12) Review: resources, persuade (L13) Review: produce, pleaded
<b>iReady Lesson Focus</b>	Review RI.2.5 and RL.2.5 (Focus Standard for ReadyGen Unit 5-A)	Lesson 22 RL.3.9 (Supporting Standard for ReadyGen Unit 5-A)	Lesson 22 RL.3.9 (Supporting Standard for ReadyGen Unit 5-A)
<b>Assessment (Optional)</b>	<ul style="list-style-type: none"> <li>• <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>• Selection Tests for ReadyGEN Modules</li> <li>• iReady Close Reading Lesson for RL.3.9</li> <li>• iReady Standards Mastery Assessment RL.3.9 (Form B)</li> </ul>		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Performance-Based Assessment</li> </ul>		

**(Required)**

- iReady Standards Mastery Assessment RL.3.9 (Form A)
- Fluency Assessment (Reading Test Grade-Administer before progress reports)

**Performance-Based Assessment**

Task: Write a Book Review

Children will write a book review about which of the selections they liked the best.



**2nd Grade ELA**  
**Unit 6 Changing the World**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand an author’s purpose by identify what the author wants to answer, explain, or describe. (RI.2.6)
- Writers understand that opinions can be supported with facts, details, and a strong conclusion. (W.1.1)
- Learners understand how people’s lives can affect the world. (SS.2.E.1.1)

	<b>Lessons 1-6</b>	<b>Lessons 7-10</b>	<b>Lesson 11-12</b>
<b>Text</b>	<i>Alfred Nobel: The Man Behind the Peace Prize (Text Collection Vol.2 )</i>	<i>A Picture Book of Eleanor Roosevelt (Text Collection Vol. 2)</i>	<i>Alfred Nobel: The Man Behind the Peace Prize (Text Collection Vol. 2)</i>  <i>A Picture Book of Eleanor Roosevelt (Text Collection Vol. 2)</i>
<b>Foundational Skills Focus</b>	Final Syllables -tion, -ture, -ion (Lessons 1-5) Suffixes -ness, -less, -able, -ible (Lesson 6)	Suffixes -ness, -less, -able, -ible (Lesson 7-10)	Prefixes micro-, mid-, mis-, non- (Lessons 11-12)
<b>Words Their Wa Correlation</b>	Derivational Relations-Lessons 3-6, 9-10, 12-14	Derivational Relations-Lessons 2, 34, 35	Syllables and Affixes-Lessons 49
<b>High Frequency Words</b>	(L2) might, paint, smile, move, take (L4) take, move, smile, paint, nation, section(s), action, left, ball, found, team	(L7) without, please, life, back (L9) please, small, back, no, lights, stay, feel, power	(L12) wrong, start, right, stream, were, check, started, which, latest, can’t right, wrong, shop, late
<b>Reading Instructional Focus</b>	(L1) Identify Author’s Main Purpose (L2) Determine the Main Topic of a Text (L3) Describe How Reasons Support Author’s Points (L4) Describe Connections (L5) Identify Causes and Effects of Events (L6) Determine the Purpose of Text Features	(L7) Identify the Main Purpose of a Text (L8) Use Reasons to Support Points (L9) Understand Key Details (L10) Identify Key Details	(L11) Compare Texts (L12) Compare Texts
<b>Independent Reading Focus</b>	Process- Engagement & Identity (L1-4); Stamina (L5-6)  Strategy- Comprehension (L1-2, 4-6); Vocabulary Knowledge (L3)	Process- Independence (L7-9); Stamina (L10)  Strategy- Comprehension (L7); Fluency (L8); Vocabulary Knowledge (L9); Critical Thinking (L10)	Process- Stamina (L11); Engagement and Identity (L12)  Strategy- Critical Thinking (L11-12)
<b>Writing Instruction Focus</b>	(L1) Determine Writer’s Purpose (L2) Grab Readers’ Attention (L3) Examine Word Choice (L4) Identify Point of View	(L7) Make Connections (L8) Support an Opinion with Facts (L9) Follow the Writing Process (L10) Writing Process: Draft an Opinion	(L11) Writing Process: Revise a Draft (L12) Writing Process: Edit and Publish

	(L5) Use Linking Words (L6) Use Persuasive Phrases		
<b>Conventions</b>	(L1-5) Connections Between Words (L6) Use Root Words	(L7) Use Root Words (L8) Identify Root Words (L9) Identify and Use the Prefix re- (L10) Use Dictionaries	(L11-12) Use Dictionaries
<b>Independent Writing</b>	Write an Opinion Piece		
<b>Benchmark Vocabulary</b>	(L1) liquid, ignite (L2) startled, ports (L3) invention, dynamite, prevent (L4) will, estate (L5) terribly, escape (L6) accomplishment, legacy	(L7) awkward, serious (L8) pure (L9) stricken (L10) rights, minorities	(L11) Review: invention, stricken (L12) Review: legacy, pure
<b>iReady Lesson Focus</b>	Lesson 3 RI.1.3 (Supporting Standard for ReadyGen Unit 6-B)	Lesson 13 RI.2.6 (Focus Standard for ReadyGen Unit 6-B)	Lesson 13 RI.2.6 (Focus Standard for ReadyGen Unit 6-B)
<b>Assessment (Optional)</b>	<ul style="list-style-type: none"> <li>• <i>Reader's &amp; Writer's Journals</i> to determine end-of-lesson mastery</li> <li>• Selection Tests for ReadyGEN Modules</li> <li>• iReady Close Reading Lesson for RI.1.3</li> <li>• iReady Standards Mastery Assessment for RI.1.3 (Form B)</li> <li>• iReady Close Reading Lesson for RI.2.6</li> <li>• iReady Standards Mastery Assessment for RI.2.6 (Form B)</li> <li>• Unit 6 End-of-Unit Assessment (ReadyGen)</li> </ul>		
<b>Assessment (Required)</b>	<ul style="list-style-type: none"> <li>• Performance-Based Assessment</li> <li>• End of Unit 6 Foundational Skills Assessment</li> <li>• iReady Standards Mastery Assessment RI.1.3, RI.2.6 (Form A)</li> <li>• Fluency Assessment (Reading Test Grade-Administer before end of Quarter 4)</li> <li>• End of the Year Spelling Inventory</li> </ul>		
<b>Performance-Based Assessment</b>			
Task: Agree or Disagree			
Using <i>Alfred Nobel: The Man Behind the Peace Prize</i> or <i>A Picture Book of Eleanor Roosevelt</i> , children will identify an opinion the author includes about Nobel or Roosevelt. Children will then agree or disagree with the opinion using text-based evidence.			