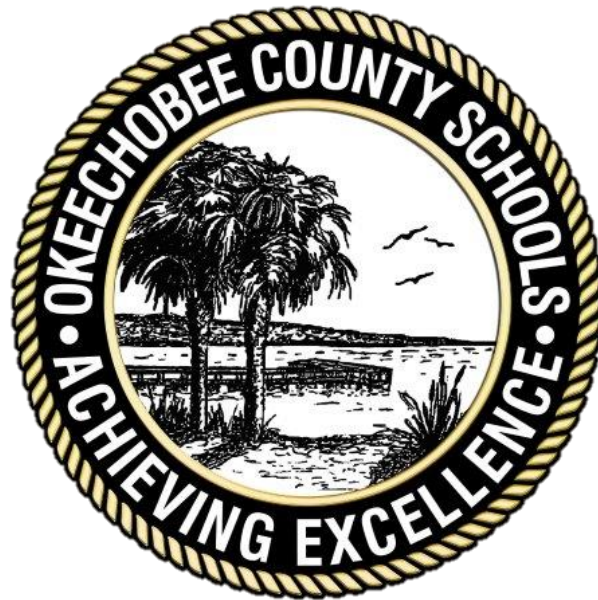


Grade 2 ELA Curriculum Map



2nd Grade Standard Mastery Assessments

DATE	% PROFICIENT	READYGEN UNIT/MODULE	STANDARD
Q1: Unit 1- Module A/B Unit 2- Module A			
MidQuarter 1		Unit 1 Module A	LAFS.2.RL1.3 Describe How Characters Act
		Unit 1 Module A	LAFS.2.RL1.1 Ask and Answer Questions About Stories
End of Quarter 1		Unit 1 Module B	LAFS.2.RI1.1 Ask and Answer Questions
		Unit 1 Module B	LAFS.2.RI1.2 Main Topic
		Unit 2 Module A	LAFS.2.RL1.2 Recount Stories and Determine the Central Message
Q2: Unit 2- Module B Unit 3- Module A/B			
MidQuarter 2		Unit 2 Module B	LAFS.2.RI2.4 Unfamiliar Words
		Unit 3 Module A	LAFS.2.RI1.3 Describe Text Connections
End of Quarter 2		Unit 3 Module B	LAFS.2.RL2.5 Parts of Story
Q3: Unit 4- Module A/B Unit 5- Module A			
MidQuarter 3		Unit 4 Module A	LAFS.2.RL2.6 Understand Point of View
End of Quarter 3		Unit 4 Module B	LAFS.2.RI2.5 Use Text Features
		Unit 5 Module A	LAFS.2.RI2.6 Identify Author's Purpose
		Unit 5 Module A	LAFS.2.RI3.8 How Authors Use Reasons To Support Ideas
Q4: Unit 5- Module B Unit 6- Module A/B			
MidQuarter 4		Unit 5 Module B	LAFS.2.RL3.9 Compare and Contrast Stories
		Unit 5 Module B	LAFS.2.RI3.9 Compare and Contrast Two Texts
End of Quarter 4		Unit 6 Module A	LAFS.2.RL3.7 Connect Words and Pictures
		Unit 6 Module B	LAFS.2.RI3.7 Explain How Images Support Text

2nd Grade ReadyGen Standards Alignment - by module

Unit/Module Standard	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
RL.1.1	XXXXX	X	XX	XX	XXXXX	XXXX	XXXXX XXX	X	X	XXXXX	XXXX	
RL.1.2			XX				XXX			X	XX	
RL.1.3	XXXXX XX		XXXXX XXX	X	XX		XXXXX XX			X	XXX	
RL.2.4	XX		XX		X	XX	XXXXX	X	X	XXX	X	
RL.2.5	XX	X	XXX	X		X	XX			X	X	
RL.2.6	XXX	X	XX		X	X	XX			X		
RL.3.7	XXXXX	XX	XXXXX	X		XXX				X	XX	
RL.3.9							X			X		
RI.1.1		XXXXX X		XXXXX X	XXXXX XXX	XXXXX		XXXXX XXX	XXXXX XXX	XXXXX X	XXXXX X	XXXXX XXXXX
RI.1.2		XX		XX	X	XXX		XXXX	XX	X	X	X
RI.1.3		X			XXX	X		XXX		XX	XX	XX
RI.2.4		X		X		X		XX		XXXX		XXXX
RI.2.5		XXX		XXX	XXXXX X	X			XX	X	X	X
RI.2.6		XXX		XX	XX	X		X	XXXXX	XXX	XX	XXXX
RI.3.7		XXX		X		X		XXX	X	XX	X	XXXXX
RI.3.8				X				XXXX	XXX		X	XX
RI.3.9		XX				X		X	XX	XX		XX
W.1(opinion)				X					X		X	X
W.2(informative)					X	X		X				
W.3(narrative)	X	X	X				X			X		

2nd Grade ELA Curriculum Map at a Glance

Quarter 1 August - Oct.

LAFS Standards	ReadyGen Unit 1 Module A & B, Unit 2 Module A
<p style="text-align: center;">iReady Diagnostic #1 in August</p> <p>Assessments: ELA MidQuarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RL1.3 Describe How Characters Act LAFS.2.RL1.1 Ask and Answer Questions About Stories</p> <p>ELA End of Quarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RI1.1 Ask and Answer Questions LAFS.2.RI1.2 Main Topic LAFS.2.RL1.2 Recount Stories and Determine the Central Message</p>	<p>Assessments: End of Unit 1 Foundational Skills Assessment (ReadyGen TE FS27) <i>Record as a Quiz Grade-Weight of 3 in Word Study.</i></p> <p>WritingQuarter 1 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> District 10 point Narrative Rubric Performance Based Assessment (ReadyGen U2 Mod. A TE 146) District Writing Prompt Write a narrative about a character who makes a decision about money.</p>
	<p>Quarter 1 FLUENCY Test Grade: <i>Record as a Test Grade-Weight of 4 in Reading</i></p>
LAFS Standard Lessons	
<p><u>Lesson 9:</u> LAFS.2.RL1.3 Describe how characters in a story respond to major events and challenges. Level 2</p> <p><u>Lessons 6:</u> LAFS.2.RL1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate of key details in a text. Level 2</p> <p><u>Lesson 1:</u> LAFS.2.RI1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Level 2</p> <p><u>Lesson 2:</u> LAFS.2.RI1.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Level 2</p> <p><u>Lesson 7 & 8:</u> LAFS.2.RL1.2 Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral. Level 3</p>	

2nd Grade ELA Curriculum Map at a Glance

Quarter 2 Oct. - Dec.	
LAFS Standards	ReadyGen Unit 2 Module B, Unit 3 Module A & B
<p style="text-align: center;">iReady Diagnostic #2 in December</p> <p>Assessments: ELA MidQuarter 2 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RI2.4 Unfamiliar Words LAFS.2.RI1.3 Describe Text Connections</p> <p>ELA End of Quarter 2 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RL2.5 Describe Parts of a Story</p>	<p>Assessments: End of Unit 2 Foundational Skills Assessment (ReadyGen TE FS27) End of Unit 3 Foundational Skills Assessment (ReadyGen TE FS27) <i>Record as a Quiz Grade-Weight of 3 in Word Study.</i></p> <p>Writing Quarter 2 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf Performance Based Assessment (ReadyGen U3 Mod. A TE 146) Write an informative essay about a researched American who did something special to help our country.</p>
	<p>Quarter 2 FLUENCY Test Grade: <i>Record as a Test Grade-Weight of 4 in Reading</i></p>
LAFS Standard Lessons	
<p><u>Lesson 10:</u> LAFS.2.RI2.4 Determine the meaning of words and phrases in a text relevant to a grade two topic of subject area. Level 2</p> <p><u>Lessons 3, 4, & 5:</u> LAFS.2.RI1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a test.. Level 2</p> <p><u>Lesson 16:</u> LAFS.2.RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Level 2</p>	

2nd Grade ELA Curriculum Map at a Glance

Quarter 3 Jan. - March	
LAFS Standards	ReadyGen Unit 4 Module A & B, Unit 5 Module A
<p>Assessments: ELA MidQuarter 3 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RL2.6 Understand Point of View</p> <p>ELA End of Quarter 3 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RI2.5 Use Text Features LAFS.2.RI2.6 Identify Author's Purpose LAFS.2.RI3.8 How Author's Use Reasons to Support Ideas</p>	<p>Assessments: End of Unit 4 Foundational Skills Assessment (ReadyGen TE FS27) <i>Record as a Quiz Grade-Weight of 3 in Word Study.</i></p> <p>Writing Quarter 3 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf Performance Based Assessment U4 Mod. B (ReadyGen TE 186) District Writing Prompt Write an informative article explaining a natural event.</p> <p>Quarter 3 FLUENCY Test Grade: <i>Record as a Test Grade-Weight of 4 in Reading</i></p>
LAFS Standard Lessons	
<p>Lesson 17: LAFS.2.RL2.6 Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Level 2</p> <p>Lessons 11 & 12: LAFS.2.RI2.5 Know and use various text features to locate key facts of information in a text efficiently. Level 2</p> <p>Lesson 13: LAFS.2.RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Level 2.</p> <p>Lesson 19: LAFS.2.RI3.8 Describe how reasons support specific points the author makes in a text. Level 3</p>	

2nd Grade ELA Curriculum Map at a Glance

Quarter 4 March - May

LAFS Standards	ReadyGen Unit 5 Module B, Unit 6 Module A & B
<p style="text-align: center;">iReady Diagnostic #3 in May</p> <p>Assessments: ELA MidQuarter 4 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RL3.9 Compare and Contrast Stories LAFS.2.RI3.9 Compare and Contrast Two Texts</p> <p>ELA End of Quarter 4 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RL3.7 Connect Words and Pictures LAFS.2.RI3.7 Explain How Images Support Text</p>	<p>Assessments: End of Unit 5 Foundational Skills Assessment (ReadyGen TE FS27) End of Unit 6 Foundational Skills Assessment (ReadyGen TE FS27) <i>Record as a Quiz Grade-Weight of 3 in Word Study.</i></p> <p>Writing Quarter 4 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf Performance Based Assessment U6 Mod. A (ReadyGen TE 146) Write an opinion of which book was liked the best and why.</p> <p>Quarter 4 FLUENCY Test Grade: <i>Record as a Test Grade-Weight of 4 in Reading</i></p>
LAFS Standard Lessons	
<u>Lesson 22:</u> LAFS.2.RL3.9 Compare and contrast two or more versions of the same story by different authors or from different cultures. Level 3	
<u>Lessons 20:</u> LAFS.2.RI3.9 Compare and contrast the most important points presented by two texts on the same topic. Level 3	
<u>Lesson 21:</u> LAFS.2.RL3.7 Use information gained from the illustration and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Level 2.	
<u>Lesson 18:</u> LAFS.2.RI3.7 Explain how specific images contribute and clarify a text. Level 2	

2nd Grade ELA
1st 9 WEEK PERIOD (Aug. - Oct.)

<p>Required Assessments</p>	<p style="text-align: center;">iReady Diagnostic #1 in August</p> <p>Assessments: ELA MidQuarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RL1.3, Form A, Describing How Characters Act LAFS.2.RL1.1, Form A, Ask and Answer Questions About Stories</p> <p>ELA End of Quarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RI1.1, Form A, Ask and Answer Questions LAFS.2.RI1.2, Form A, Main Topic LAFS.2.RL1.2, Form A, Recount Stories and Determine the Central Message</p> <p>End of Unit 1 Foundational Skills Assessment (ReadyGen TE FS27) <i>Record as a Quiz Grade-Weight 3 in Word Study</i></p> <p>Quarter 1 FLUENCY Test Grade <i>Record as a Test Grade-Weight 4 in Reading</i></p> <p>Performance Based Assessment (ReadyGen U2 Mod. A TE 146)/District Writing Prompt <i>Record as a Test Grade-Weight 4 in Writing</i> District 10 point Narrative Rubric Write a narrative about a character who makes a decision about money.</p>
<p>iReady LAFS Lessons</p>	<p>Lesson 9: LAFS.2.RL1.3 Describe how characters in a story respond to major events and challenges. Level 2 Lessons 6: LAFS.2.RL1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate of key details in a text. Level 2 Lesson 1: LAFS.2.RI1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Level 2 Lesson 2: LAFS.2.RI1.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Level 2 Lesson 7 & 8: LAFS.2.RL1.2 Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral. Level 3</p>

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RL1.3 Describing Characters Lesson 9 LAFS.2.RL1.1 Ask & Answer Questions About Stories Lesson 6	Lesson 1-7 <i>Trouble at the Sandbox</i>	Lesson 1: Identify Characters' Responses RL1.3 Lesson 2: Understand Story Structure RL1.3, RL2.5 Lesson 3: Use Illustrations to Understand Setting RL3.7, RL2.6, RL2.4 Lesson 4: Understand Characters' Responses RL1.3 Lesson 5: Character Traits RL2.6 Lesson 6: Use Illustrations and words to understand Characters RL3.7, RL1.3 Lesson 7: Describe different Points of View RL2.6, RL1.3	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	Lesson 1: Describe Characters Lesson 2: Identify Character Relationships Lesson 3: Create a New Character Lesson 4: Understand Point of View Lesson 5: Create a Narrative Scene Lesson 6: Write a Beginning Lesson 7: Use Sequence Words	Write a Narrative
		Foundational Skills Focus		CONVENTIONS	
		Lesson 1-5: Short Vowels-final -ck, -ng, -nk Lesson 6-7: Long Vowels Spelled VCe- use words c/s/, g/j/, s/z/		Lessons 1-5: Nouns Lesson 6: Verbs Lesson 7: Use Simple Sentences	
	Lesson 8-10 <i>Snowshoe Hare's Winter Home</i>	Lesson 8: Use Words and Pictures to Understand Characters Lesson 9: Describe Key Details Lesson 10: Use Illustrations to Understand Plot and Characters	Within Word: 11 Pancakes, 13 Tiger's Tummy Ache, 15 Wilbert Took a Walk	Lesson 8: Write a Narrative with Multiple Events Lesson 9: Use Sequence Words Lesson 10: Write a Draft Phrases Response	Write a Narrative

		Foundational Skills Focus		CONVENTIONS	
		Long Vowels Spelled VCe- use words c/s/, g/j/, s/z/		Verbs	
	Lesson 11 <i>Something Told the Wild Geese</i>	Lesson 11: Understanding Characters' Motivations and Actions. RL1.3	Within Word: 16 The Doctor Has the Flu, 17 The World's Biggest Baby	Revise a Draft	Write a Narrative
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Long Vowels Spelled VCe - use words c/s/, g/j/, s/z/		Pronouns	
	Lesson 12-13 <i>Trouble at the Sandbox and Snowshoe Hare's Winter Home</i>	Lesson 12: Compare Problems and Solutions Lesson 13: Describe the Structure of a Story	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	Lesson 12: Edit a Draft Lesson 13: Publish Writing	Write a Narrative
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Long Vowels Spelled VCe- use words c/s/, g/j/, s/z/		Pronouns	

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.2 Write informational/explanatory texts to examine a topic and convey ideas and information clearly.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RI1.1 Ask & Answer Questions Lesson 1 LAFS.2.RI1.2 Main Topic Lesson 2	Lesson 1-7 <i>Friends Around the World</i>	Lesson 1: Identify the Main Topic of a Text Lesson 2: Identify How Details Develop a Topic Lesson 3: Ask and Answer Questions to Understand a Text Lesson 4: Describe Steps in a Process Lesson 5: Use Captions to Understand a Text Lesson 6: Use Key Words To Understand Important Details Lesson 7: Use Facts to Compare and Contrast Text	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	Lesson 1: Use Text and Photos Lesson 2: Use Facts and Definitions Lesson 3: Write About a Topic Lesson 4: Write About the Author's Purpose Lesson 5: Use Facts Lesson 6: Use Key Words and Phrases to Write Lesson 7: Understand Linking Words	Write a Compare and Contrast Paragraph
		Foundational Skills Focus		CONVENTIONS	
		Lesson 1-5: Consonant Blends Lesson 6-7: Endings -s, -ed, -ing		Lessons 1-5: Adjectives Lessons 6-7: Adverbs	
	Lesson 8-9 <i>The House on Maple Street</i> Lesson 10 <i>Fishing in the Creek</i>	Lesson 8: Describe the Structure of a Story Lesson 9: Use Illustrations to Understand Setting Lesson 10: Identify Author's Purpose	Syllables and Affixes Lessons 3, 5, 6, 7	Lesson 8: Write Conclusions Lesson 9: Use Facts Lesson 10: Use Descriptive Details	Write a Compare-and-Contrast Paragraph
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Endings -s, -ed, -ing		Use Adverbs	

	Lesson 11-12 <i>Friends Around the World and The House on Maple Street</i>	Lesson 11: Use Illustrations to Compare Two Texts Lesson 12: Use Details to Talk About Text	Syllables and Affixes Lessons 8, 9, 10, 19	(L11) Compare and Contrast (L12) Revise and Edit a First Draft	Write a Compare-and-Contrast Paragraph
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Endings -s, -ed, -ing		Contractions	

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.3 Write Narratives to develop real or imagined experience or events, using effective technique, descriptive details, and clear event sequences.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RL.1.2 Recount Stories & Determine the Central Message Lessons 7&8	Lesson 1-3: <i>Alexander, Who Used to Be Rich Last Sunday</i>	Lesson 1: Identify Story Structure Lesson 2: Use Illustrations to Understand Characters and Plot Lesson 3: Understand Characters' Responses	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	Lesson 1: Describe a Character's Actions Lesson 2: Write to Describe Illustrations Lesson 3: Describe Characters' Actions	Write a Narrative
		Foundational Skills Focus		CONVENTIONS	
		Consonant Digraphs ch, tch, sh, th, wh		Lesson 1-3: Possessives	
	Lesson 4-6 <i>A Chair for My Mother</i>	Lesson 4: Identify and Understand Story Structure Lesson 5: Understand a Character's Response Lesson 6: Understand Story Structure	Letter Name 16 Humpback Whales 17 Chipmunk Chili Within Word 42 My Lost Top	Lesson 4: Identify Story Structure Lesson 5: Understand Character Details Lesson 6: Describe Ending Details	Write a Narrative
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Lesson 4-5: Consonant Digraphs ch, tch, sh, th, wh Lesson 6: r-Controlled ar, or, ore, oar <i>use words with syllables VC/CV</i>		Lesson 4-5: Form and Use Possessives Pronouns Lesson 6: Simple Sentences	
	Lesson 7-9 <i>Alexander, Who Used to</i>	Lesson 7: Understand and Describe Story Structure Lesson 8: Use Details to Understand	Letter Name 47 Pop Goes the Popcorn	Lesson 7: Write an Ending Lesson 8: Write Dialogue Lesson 9: Revise a	Write a Narrative

	<i>Be Rich Last Sunday</i>	Characters Lesson 9: Identify the Central Message of a Text	48 A Sea Star	Narrative	
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		r-Controlled ar, or, ore, oar <i>use words with syllables VC/CV</i>		Lesson 7: Adjectives in Simple Sentences Lesson 8: Adverbs in Simple Sentences Lesson 9: Compound Subjects	
	Lesson 10 <i>A Chair for My Mother</i>	Lesson 10: Use Illustrations to Understand the Text	Within Word 23 A Fox Lives Here 24 The Not-So Scary Scarecrow	Lesson 10: Describe Characters' Responses	Write a Narrative
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		r-Controlled ar, or, ore, oar <i>use words with syllables VC/CV</i>		Using Verbs in Sentences	
	Lesson 11-13: <i>Alexander, Who Used to Be Rich Last Sunday</i> and <i>A Chair for My Mother</i>	Lesson 11: Use Text Illustrations to Tell About Characters Lesson 12: Use Key Details to Understand Characters Lesson 13: Use Text and Picture Clues to Compare Characters	Within Word 27 Friends Forever, 29 The Monster Under the Bed	Lesson 11: Use Sequence Words Lesson 12: Describe Characters' Responses Lesson 13: Revise a Narrative	Write a Narrative
		FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
		r-Controlled ar, or, ore, oar <i>use words with syllables VC/CV</i>		Compound Sentences	

Essential Questions:	
RL1.3 DOK Level 2	<ul style="list-style-type: none"> Who are the major and minor characters in the story? Support your answer using text evidence. What character traits best describe ____ (character)? Use text evidence to support your answer. Describe the main character's feelings throughout the story. Do the character's feelings stay the same throughout the story or do they change from the beginning to the end? Support your answer with the text evidence. What effect do the events in the story have on ____ (character)? Use evidence from the text to support your answer. How did the main character change from the beginning to the end of the story? What happened that caused him/her to change? Use evidence from the text to support your answer. How does ____ (character) react to the problem in the story? Use text evidence to support your answer. What decision could the characters have responded to differently? Explain your thinking using evidence from the story.
RL1.1 DOK Level 2	<ul style="list-style-type: none"> Who are the main characters in the story? Use text evidence to support your answer. Where does the story take place? How does knowing where the story takes place help you better understand the story? When does the story take place? How does knowing when the story takes place help you better understand the story? What problem does the main character have? Use text evidence to support your answer. How did the main character solve his/her problem? Use text evidence to support your answer. How else could the main character have solved his/her problem? What event do you think is the most important? Explain your thinking using evidence from the story. Why did the author most likely write the story ____? What clue(s) in the story help you figure out what the author's purpose is?
RI1.1 DOK Level 2	<ul style="list-style-type: none"> Who or what is the text about? Support your answer with text evidence. What facts did you learn about ____ from reading the text? Support your answer with text evidence. What do you think is the most important fact you read? Explain your thinking using evidence from the text. Write three questions that have answers that can be found in the text. Why did the author most likely write the text ____? What conclusion(s) can you make from the text? Use evidence to support your answer. What important details does the author include in the text in order to get his/her message across to the reader?
RI1.2 DOK Level 2	<ul style="list-style-type: none"> What is the main idea/topic of the text? Use evidence to support your answer. Which sentence best states the main idea/topic of this article? What supporting details does the author give us to help us understand the main idea/topic of the text? What is the topic sentence of paragraph # ____ on page # ____? Which details best support the main topic of paragraph # ____ on page # ____? What is the focus of the paragraph # ____ on page # ____? Why do you think the article has the title ____? What might be another good title for this text? Explain your thinking using evidence from the text.

<p>RL1.2 DOK Level 2</p>	<ul style="list-style-type: none"> • How do you know the text is a fable, folktale, fantasy, etc...? Use evidence from the story to support your answer. • What lesson or moral is the author trying to teach through the story? • Which action by a character best demonstrates/shows the lesson of the story? • What lesson does the character(s) learn at the end of the story? • Retell the story in your own words. Remember to include important events and details from the beginning, middle and end of the text. • Do you think the title fits the story? Use text evidence to support your answer. What would be another good title for this story? • What is the story mostly about? Summarize the central message, lesson, or moral in your own words.
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2nd Grade ELA
2nd 9 WEEK PERIOD (Oct. - Dec.)

<p>Required Assessments</p>	<p style="text-align: center;">iReady Diagnostic #2 in December</p> <p>Assessments: ELA MidQuarter 2 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter.</i> <i>Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RI2.4, Form A, Unfamiliar Words LAFS.2.RI1.3, Form A, Describe Text Connections</p> <p>ELA End of Quarter 2 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter.</i> <i>Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RL2.5, Form A, Parts of a Story</p> <p>End of Unit 2 Foundational Skills Assessment (ReadyGen TE FS27) End of Unit 3 Foundational Skills Assessment (ReadyGen TE FS27) <i>Record as a Quiz Grade-Weight 3 in Word Study</i></p> <p>Quarter 2 FLUENCY Test Grade <i>Record as a Test Grade-Weight 4 in Reading</i></p> <p>Performance Based Assessment (ReadyGen U3 Mod. A TE 146) <i>Record as a Test Grade-Weight 4 in Writing</i> http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf Write an informative about a researched American who did something special to help our country.</p>
<p>iReady LAFS Lessons</p>	<p><u>Lesson 10:</u> LAFS.2.RI2.4 Determine the meaning of words and phrases in a text relevant to a grade two topic of subject area. Level 2</p> <p><u>Lessons 3, 4, & 5:</u> LAFS.2.RI1.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a test. Level 2</p> <p><u>Lesson 16:</u> LAFS.2.RL2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Level 2</p>

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.1 Write opinion texts to examine a topic and convey ideas and information clearly.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RI.2.4 Unfamiliar Words Lesson 10	Lesson 1-6 <i>Money Matters!</i>	Lesson 1: Identify the Main Purpose of a Text Lesson 2: Identify the Main Topic Lesson 3: Identify and Use Text Features Lesson 4: Use Words and Phrases to Understand a Text Lesson 5: Ask and Answer Questions About Text Lesson 6: Analyze Text Features	Letter Name 49 Flip's Trick	Lesson 1: State and Support an Opinion Lesson 2: Form and Support an Opinion Lesson 3: Find Information to Form an Opinion Lesson 4: State and Support an Opinion Lesson 5: Analyze Text Features Lesson 6: Use Conjunctions to Connect Reasons with Points	Write Paragraphs to Explain and Support an Opinion
		Foundational Skills Focus		CONVENTIONS	
		Lessons 1-5: Contractions Lesson 6: r-Controlled er, ir, ur- use words with syllables VC/CV		Use of Commas	
	Lesson 7-10 <i>I Wanna Iguana</i> Lesson 8: <i>Lizard Longing and Unfair</i>	Lesson 7: Ask and Answer Questions About Text Features Lesson 8: Understand Story Structure Lesson 9: Describe Character Traits Lesson 10: Identify and Understand Point of View		Lesson 7: Use Linking Phrases Lesson 8: Identify Key Details Lesson 9: Understand Opinions About Characters Lesson 10: Identify Points of View	

		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		r-Controlled er, ir, ur use words with syllables VC/CV		Commas	
	Lesson 11-12 <i>Money Matters!</i> and <i>I Wanna Iguana</i>	Lesson 11: Compare and Contrast Text Structures Lesson 12: Compare and Contrast Texts	Within Word 26 Miss Muffet and the Spider 28 Sea Turtle Night	Lesson 11: Analyze Text Structure Lesson 12: State the Main Topic and Message	Write Paragraphs to Explain and Support an Opinion
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		r-Controlled er, ir, ur use words with syllables VC/CV		Simple Sentences	

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RI.1.3 Describe Text Connections Lessons 3,4&5	Lesson 1-6 <i>Theodore Roosevelt: The Adventurous President</i>	Lesson 1: Use Text Features to Find Key Information Lesson 2: Ask and Answer Questions to Show Understanding Lesson 3: Use Text Features to Deepen Understanding Lesson 4: Make Connections Between Historical Events Lesson 5: Finding Key Details in an Interview Lesson 6: Use Text Features	Within Word 10 When Bob Woke Up Late 12 Who Has a Tail?	Lesson 1: Identify Main Purpose Lesson 2: Use Text Features Lesson 3: Use Text Features Lesson 4: Write About Events Lesson 5: Conduct Research Lesson 6: Write Headings	Write an Informative Research Paper
		Foundational Skills Focus		CONVENTIONS	
		Lessons 1-5: Plurals -s, -es, -ies, change <i>f</i> to <i>v</i> Lesson 6: Long a spelled a, ai, ay- use words with syllables V/CV		Lessons 1-4: Capitalizing Geographic Names Lesson 5: Proper Nouns Lesson 6: Adjectives	
	Lesson 7 <i>Lincoln</i>	Lesson 7: Talk About The Structure and Meaning of a Poem	Within Word 9 Cubby's Gum	Research a Topic	Write an Informative Research Paper
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Long a spelled a, ai, ay- use words with syllables V/CV		Adverbs	
	Lesson 8-11 <i>Marching With Aunt Susan</i>	Lesson 8: Ask and Answer Questions with Text Evidence Lesson 9: Identify Key Details	Within Word 18 Something Everyone Needs	Lesson 8: Use Outside Sources in Writing Lesson 9: Use Key Details	Write an Informative Research Paper

		Lesson 10: Describe Historical Events Lesson 11: Describe Different Points of View		Lesson 10: Connect Historical Events Lesson 11: Research Historical Figures	
		FOUNDATIONAL SKILL FOCUS Lesson 8-10: Long a spelled a, ai, ay- <i>use words with syllables V/CV</i> Lesson 11: Long e spelled e, ee, ea, y- <i>use words with syllables V/CV, VC/CV</i>		CONVENTIONS Lesson 8: Adverbs Lesson 9-10: Adjectives and Adverbs Lesson 11: Expand Sentences with Adjectives	
	Lesson 12-13 <i>Theodore Roosevelt: The Adventurous President and Lincoln and Marching With Aunt Susan</i>	Lesson 12: Compare People and Events Across Texts Lesson 13: Identify Author's Purpose	Within Word 20 Pete's Bad Day	Lesson 12: Write Research Facts Lesson 13: Revise and Edit a First Draft	Write an Informative Research Paper
		FOUNDATIONAL SKILLS FOCUS Long e spelled e, ee, ea, y- <i>use words with syllables V/CV, VC/CV</i>		CONVENTIONS Lesson 12: Expand Sentences with Adverbs Lesson 13: Expand Sentences with Adjectives and Adverbs	

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RL.2.5 Parts of a Story Lesson 16	Lesson 1-6 <i>Change Makers</i>	Lesson 1: Identify the Main Topic Lesson 2: Describe the Connection Between a Series of Events Lesson 3: Use Images to Understand Text Lesson 4: Ask and Answer Questions About Key Details Lesson 5: Understand Key Details Lesson 6: Use Details to Identify the Topic	Within Word 6 Summer at Cove Lake	Lesson 1: Introduce a Main Topic Lesson 2: Use Text Features Lesson 3: Use Images to Support Writing Lesson 4: Revise a Draft Lesson 5: Organize Information Lesson 6: Write Interview Questions	Write an Informative/Explanatory Paragraph
		Foundational Skills Focus		CONVENTIONS	
		Lessons 1-5: Long e spelled e, ee, ea, y- <i>use words with syllables V/CV, VC/CV</i> Lesson 6: Long o spelled o, oa, ow- <i>use words with syllables V/CV, VC/CV</i>		Lessons 1-2: Prepositions Lesson 3: Conjunctions Lessons 4-6: Use Conjunctions	
	Lesson 7-10 <i>City Green</i>	Lesson 7: Describe Story Structure and Sequence Lesson 8: Use Illustrations and Words to Understand a Story Lesson 9: Understand Point of View in a Text Lesson 10: Use Illustrations to Understand Characters and Events	Within Word 14 Grandpa, Grandma, and the Tractor	Lesson 7: Use Details Lesson 8: Use Illustrations Lesson 9: Plan Writing Lesson 10: Identify Author's Point of View	Write an Informative/Explanatory Paragraph
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	

		SLong o spelled o, oa, ow use words with syllables V/CV, VC/CV		Lesson 7 & 10 Use Adjectives Lesson 8: Use Formal Language Lesson 9: Formal and Informal Language Lesson 10: Adjectives	
	Lesson 11 <i>City Trees</i> and <i>Stone Bench</i>	Lesson 11: Compare the Structure of Poems		Revise Writing	Write an Informative/Explanatory Paragraph
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Compound Words		Use Formal and Informal Language	
	Lesson 12 <i>Change Makers</i> and <i>City Green</i>	Lesson 12: Compare Words and Phrases	Syllables and Affixes-Lesson 1	State the Main Topic and Message Use Descriptive Language	Write an Informative/Explanatory Paragraph
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Compound Words		Formal and Informal Language	

Essential Questions:**RI.2.4
DOK Level 3**

- What does the word ____ mean? Which word/detail in the sentence helps the reader better understand what the word means?
- What do you think the author means when (s)he says the phrase ____? What clues can you find in the text to help you figure out the meaning?
- What does the word ____ mean in the sentence “ ____”?
- Which word has almost the same meaning as the word ____?
- Which word has the opposite meaning of the word ____?
- In the word ____, are there any parts of the word that you already know? How can you use that information to help you figure out the word’s meaning?
- The word ____ means “ ____”. How does the meaning of the word change when you add the prefix/suffix ____?
- Which word has the same root word as ____?
- What is the root word of ____ (word)? How does the knowing the root word of ____ (word) help you figure out its meaning?
- What words from the article are homophones?
- What is nother meaning for the word ____?

**RI.1.3
DOK Level 3**

- How are ____ and ____ related? Use evidence from the text to support your answer.
- How does the life of ____ affect people today?
- What events caused/led up to ____? Use text evidence to support your answer.
- What events happened after ____? Use text evidence to support your answer.
- How did this historical event/scientific discovery change history? Explain your thinking using evidence from the text.
- What do you think would have happened if this historical event/scientific discovery never happened? Explain your thinking using evidence from the text.
- Create a timeline of the important historical events mentioned in the text.
- What task do these directions tell you how to do?
- What are the steps in ____? Use text evidence to support your answer.
- Why is it important to complete step # ____ before step # ____? Support your answer using evidence from the text.
- What might happen if you skipped step # ____? Explain your thinking using evidence from the text.

**RL.2.5
DOK Level 2**

- What information about the characters or setting does the author include at the beginning of the story that helps you understand the rest of the story?
- In which part of the story does most of the action occur? Support your answer using text evidence.
- What is the main problem in the story? Use text evidence to support your answer.
- What event(s)/action(s) led to the resolution of the problem?
- How does the character solve the problem in the story? Use text evidence to support your answer.
- What information is the author trying to tell you in paragraph # ____?
- Retell what happened at the beginning, middle and end of the story. Include details from the text.

2nd Grade ELA
3rd 9 WEEK PERIOD (Jan. - March)

<p>Required Assessments</p>	<p>Assessments:</p> <p>ELA MidQuarter 3 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter.</i> <i>Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RL2.6, Form A, Understand Point of View</p> <p>ELA End of Quarter 3 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter.</i> <i>Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RI2.5, Form A, Use Text Features LAFS.2.RI2.6, Form A, Identify Author's Purpose LAFS.2.RI3.8, Form A, How Authors Use Reasons to Support Ideas</p> <p>End of Unit 4 Foundational Skills Assessment (ReadyGen TE FS27) <i>Record as a Quiz Grade-Weight 3 in Word Study</i></p> <p>Quarter 3 FLUENCY Test Grade <i>Record as a Test Grade-Weight 4 in Reading</i></p> <p>Performance Based Assessment U4 Mod. B (ReadyGen TE 186)/District Writing Prompt <i>Record as a Test Grade-Weight 4 in Writing</i> http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf Write an informative article explaining a natural event.</p>
<p>iReady LAFS Lessons</p>	<p><u>Lesson 17:</u> LAFS.2.RL2.6 Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Level 2</p> <p><u>Lessons 11 & 12:</u> LAFS.2.RI2.5 Know and use various text features to locate key facts of information in a text efficiently. Level 2</p> <p><u>Lesson 13:</u> LAFS.2.RI2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Level 2.</p> <p><u>Lesson 19:</u> LAFS.2.RI3.8 Describe how reasons support specific points the author makes in a text. Level 3</p>

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RL.2.6 Point of View Lesson 17	Lesson 1-7 <i>The Earth Dragon Awakes</i>	Lesson 1: Compare and Contrast Different Points of View Lesson 2: Describe How Characters Respond to Events Lesson 3: identify Characters' Responses Lesson 4: Describe Character Responses Lesson 5: Understand Key Details Lesson 6: Connect Fictional Characters to Historical Events Lesson 7: Determine the Central Message	Syllables and Affixes-Lesson 2	Lesson 1: Identify Points of View Lesson 2: Develop Characters Lesson 3: Identify Points of View Lesson 4: Develop Character Responses Lesson 5: Develop Story Structure Lesson 6: Connect Historical Events and Plot Lesson 7: Develop Central Message	Write a Narrative
		Foundational Skills Focus		CONVENTIONS	
		Lessons 1-5: Compound Words Lessons 6-7: Long i spelled i, ie, igh, y- use words with syllables V/CV		Nouns and Verbs	
	Lesson 8-10 <i>Seek the Sun</i>	Lesson 8: Compare and Contrast Points of View Lesson 9: Compare and Contrast Characters Lesson 10: Identify and Describe Elements of Story Structure	Within Word 10 When Bob Woke Up Late 21 The Princess and the Wise Woman	Lesson 8: Develop Points of View Lesson 9: Identify Characters' Responses Lesson 10: Use a Storyboard to Plan Writing	Write a Narrative

		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Long i spelled i, ie, igh, y- <i>use words with syllables V/CV</i>		Verbs	
	Lesson 11 Poem Selections <i>"The Fool on the Hill"</i> <i>"Mother of the Mountains"</i> <i>"I Am Boom"</i>	Lesson 11: Compare and Contrast Text	Within Word 22 All About Bats	Lesson 11: Planning and Drafting	Write a Narrative
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Comparative Endings -er, -est		Identify and Use Subject Pronouns	
	Lesson 12-13 <i>The Earth Dragon Awakes</i> and <i>Seek the Sun</i>	Lesson 12: Compare and Contrast Cultures in Texts Lesson 13: Compare Story Structure in Texts	Syllables and Affixes-Lesson 52	Lesson 12: Draft a Conclusion Lesson 13: Edit and Publish the Narrative	Write a Narrative
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Comparative Endings -er, -est		Pronouns	

2nd Grade ELA

Unit 4 Facing Challenges and Change
Module B (Approximately 13 days)

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RI.2.5 Use Text Features Lessons 11&12	Lesson 1-5 <i>Disaster Alert!</i>	Lesson 1: Identify the Main Topic of a Text Lesson 2: Ask Questions to Understand Key Details Lesson 3: Describe How Reasons Support the Author's Points Lesson 4: Define Words and Phrases to Understand the Main Topic Lesson 5: Connect Scientific Ideas	Syllables and Affixes-Lesson 33 & 34	Lesson 1: Write About a Topic Lesson 2: Add Details and Definitions Lesson 3: Research and Connect Scientific Ideas Lesson 4: Use Descriptive Language Lesson 5: Summarizing Text	Write a Newspaper Article Based on a Read Event
		Foundational Skills Focus		CONVENTIONS	
		Final Syllable -le		Adjectives	
	Lesson 6-9 <i>Danger! Earthquakes</i>	Lesson 6: Use Facts and Details to Identify the Main Topic Lesson 7: Use Picture and Maps Lesson 8: Connect Scientific Ideas in a Text Lesson 9: Identify Reasons that Support the Author's Points		Lesson 6: Use Key Ideas and Details Lesson 7: Use Maps Lesson 8: Conduct Research Lesson 9: Add a Conclusion	Write a Newspaper Article Based on a Read Event
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Vowel Patterns oo, u		Adverbs	

	Lesson 10 <i>Who Could Somersault the San Andreas Fault?</i>	Lesson 10: Identify Words and Phrases that Supply Meaning	Within Word 31 The House That Stood on Booker Hill	Lesson 10: Support Ideas with Facts and Details	Write a Newspaper Article Based on a Read Event
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Vowel Patterns oo, u		Apostrophes in Contractions	
	Lesson 11-12 <i>Disaster Alert! and Danger! Earthquakes</i>	Lesson 11: Describe Connections Between Ideas Lesson 12: Compare Texts on the Same Topic	Within Word 30 What Joy Found 32 Squirrels	Lesson 11: Connect Scientific Ideas Lesson 12: Revise a Newspaper Article	Write a Newspaper Article Based on a Read Event
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Diphthongs ou, ow, oi, oy		Contractions	

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RI.2.6 Identify Author's Purpose Lesson 13 LAFS.2.RI.3.8 How Author's Use Reasons to Support Ideas Lesson 19	Lesson 1-6 <i>John Chapman: Planter and Pioneer</i>	Lesson 1: Talk About the Main Topic of a Biography Lesson 2: Ask and Answer Questions About Purpose Lesson 3: Identify the Main Purpose of a Text Lesson 4: Describe How Reasons Supports Points in a Text Lesson 5: Identify Author's Purpose Lesson 6: Describe How Reasons Support Points in a Text	Syllables and Affixes-Lessons 12-18, 20-32	Lesson 1: Make Connections to Support an Opinion Lesson 2: Make Connections Lesson 3: State and Support an Opinion Lesson 4: Use Linking Words Lesson 5: Share an Opinion Lesson 6: Write Conclusions to an Opinion	Write an Opinion Piece
		Foundational Skills Focus		CONVENTIONS	
		Lessons 1-5: Syllable Patterns Lesson 6: Vowel Digraphs oo, ue, ew, ui		Lessons 1-3: Apostrophes in Possessives and Contractions Lessons 4-5: Possessive Pronouns Lesson 6: Simple Sentences	

	Lesson 7-10 <i>Johnny Appleseed</i>	Lesson 7: Use Text Features Lesson 8: Use Text Features to Locate Facts in Text Lesson 9: Explain How Authors Support Specific Ideas Lesson 10: Use Details and Examples to Talk About Text Purpose	Within Word 17 The World's Biggest Baby Syllables and Affixes-Lessons 35-39	Lesson 7: Analyze Text Features Lesson 8: Understand Text Features Lesson 9: Support Opinions with Reasons Lesson 10: Plan	Write an Opinion Piece
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Vowel Digraphs oo, ue, ew, ui		Expand Simple Sentences	
	Lesson 11 Poem Selections: <i>Planting a Tree Trees</i>	Lesson 11: Describe Rhythm and Meaning to Compare Poems	Syllables and Affixes-Lessons 51	Lesson 11: Draft	Write an Opinion Piece
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Suffixes -ly, -ful, -er, -or, -ish		Rearrange Simple Sentences	
	Lesson 12-13 <i>John Chapman: Planter and Pioneer and Johnny Appleseed</i>	Lesson 12: Use Facts, Details, and Examples to Compare Texts Lesson 13: Identify Main Ideas of Texts	Syllables and Affixes-Lessons 53	Lesson 12: State and Support an Opinion Lesson 13: Edit and Publish	Write an Opinion Piece
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Suffixes -ly, -ful, -er, -or, -ish		Lesson 12: Expand and Rearrange Sentences Lesson 13: Rearrange Simple and Compound Sentences	

Essential Questions:**RL2.6
DOK Level 2**

- Who is telling the story? What clues help you figure out who the narrator is?
- What is the main character's point of view on the events that happened in the story? Support your answer using text evidence.
- How is the main character's point of view different than the other characters' points of view? Use text evidence to support your answer.
- If you were the main character, would you feel and react in the same way? Explain your answer.
- What does the dialogue in the story help you understand about the characters?
- Read a part of the story aloud using a different voice for each character. Make sure to change your voice so it sounds how the character might sound.
- How would the story be different if it were told by another character? Use details to support your answer.

**RI2.5
DOK Level 2**

- What does the picture in the article show the reader about the topic ____?
- What caption would best fit the picture in the article?
- What new information did you learn from the caption under the picture on page # ____?
- Which picture in the text shows what the sentence " ____ " is saying?
- Identify examples of words in bold print. Why do you think the author chose to include these words in bold print?
- Identify the heading(s)/subheading(s) in the text. Based on the heading(s)/subheading(s), what do you think this article is going to be about?
- Under which subheading would you find information about ____? Support your answer using text evidence.
- Locate the index. On what page can you find more information about ____?
- Locate the glossary. What is the meaning of the word ____?
- What information does the diagram/graph/chart/map tell you? Why do you think the author included this text feature?
- What text features did you find in the article/recipe/flyer/instructions? Describe how they helped you better understand the text. Use evidence to support your answer.

**RI2.6
DOK Level 2**

- Why did the author most likely write the text ____? What clue(s) in the article help you figure out what the author's purpose is?
- What is the author trying to explain or describe in this passage? Support your answer with details from the text.
- What question does the author want to answer in the article? Support your answer with details from the text.
- What is the one main idea of the text? Provide evidence to support your answer.
- What does the author want you to understand from this text? Use text evidence to support your answer.
- What does the author think is most important about ____? Support your answer with text evidence.
- Do you think the author is trying to explain, describe, or answer a question about the topic? Explain your thinking.

<p>RI3.8 DOK Level 3</p>	<ul style="list-style-type: none"> • What does the author say about ____? What details or facts does the author use to support his/her statement(s)? • How does the author think/feel about ____? Support your answer with text evidence. • What are the reasons for the author's opinion? Provide evidence to support your answer. • Circle the main idea in paragraph #____. Underline three reasons the author gives to support his/her main idea. • Why does the author think that ____ is important? Use evidence from the text to support your answer. • Do you agree or disagree with the author's message? Explain your answer. • Do you think the author has provided enough support or facts to back up his/her claim(s)? Explain your answer.
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2nd Grade ELA
4th 9 WEEK PERIOD (March - May)

<p>Required Assessments</p>	<p style="text-align: center;">iReady Diagnostic #3 in April/May</p> <p>Assessments: ELA MidQuarter 4 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter.</i> <i>Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RL3.9, Form A, Compare and Contrast Two Texts LAFS.2.RI3.9 , Form A, Compare and Contrast Two Texts</p> <p>ELA End of Quarter 4 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter.</i> <i>Record as a Test Grade-Weight 4 in Reading.</i> LAFS.2.RL3.7, Form A, Connect Words and Pictures LAFS.2.RI3.7, Form A, Explain How Images Support Text</p> <p>End of Unit 5 Foundational Skills Assessment (ReadyGen TE FS27) End of Unit 6 Foundational Skills Assessment (ReadyGen TE FS27) <i>Record as a Quiz Grade-Weight 3 in Word Study</i></p> <p>Quarter 4 FLUENCY Test Grade <i>Record as a Test Grade-Weight 4 in Reading</i></p> <p>Performance Based Assessment U6 Mod. A (ReadyGen TE 146) <i>Record as a Test Grade-Weight 4 in Writing</i> http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf Write an opinion of which book was liked the best and why.</p>
<p>iReady LAFS Lessons</p>	<p><u>Lesson 22:</u> LAFS.2.RL3.9 Compare and contrast two or more versions of the same story by different authors of from different cultures. Level 3</p> <p><u>Lessons 20:</u> LAFS.2.RI3.9 Compare and contrast the most important points presented by two texts on the same topic. Level 3</p> <p><u>Lesson 21:</u> LAFS.2.RL3.7 Use information gained from the illustration and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Level 2.</p> <p><u>Lesson 18:</u> LAFS.2.RI3.7 Explain how specific images contribute and clarify a text. Level 2</p>

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RL.3.9 Compare and Contrast Stories Lesson 22 LAFS.2.RI.3.9 Compare and Contrast Two Texts Lesson 20	Lesson 1-6 <i>Pioneers to the West</i> and Poem: <i>Home on the Range</i>	Lesson 1: Find Information Using Text Features Lesson 2: Make Cause and Effect Connections Lesson 3: Ask and Answer Questions Lesson 4: Identify Main Purpose and Key Details Lesson 5: Describe Connections in a Text Lesson 6: Use Images to Clarify Text	Syllables and Affixes-Lessons 47-48 Derivational Relations-Lesson 1	Lesson 1: Use Text Features Lesson 2: Organize Answers Lesson 3: Identify Story Sequence Lesson 4: Identify Character Traits Lesson 5: Identify Strong Conclusions Lesson 6: Use Images	Write a Narrative
		Foundational Skills Focus		CONVENTIONS	
		Lessons 1-5: Prefixes un-, re-, pre-, dis- Lesson 6: Inflected Endings -s, -es, -ed, ing, -er, -est		Lessons 1&6: Use Simple Sentences Lessons 2-5: Use Prepositional Phrases	

	Lesson 7-10 <i>Going West</i> and Poem: <i>The Gateway Arch</i>	Lesson 7: Understand Different Points of View Lesson 8: Understand Key Details Lesson 9: Use Details to Describe Characters and Events Lesson 10: Identify the Central Message	Within Word 36 A Lot Happened Today	Lesson 7: Understand Point of View Lesson 8: Understand Rising Action and Climax Lesson 9: Write a Narrative Lesson 10: Revise a Narrative	Write a Narrative
		FOUNDATIONAL SKILL FOCUS Consonant Patterns kn, wr, gn, mb		CONVENTIONS Lesson 7: Rearrange Simple Sentences Lesson 8: Combine Sentences Lesson 9: Prepositional Phrases Lesson 10: Expand Sentences	
	Lesson 11-12 <i>Pioneers to the West</i> and <i>Going West</i>	Lesson 11: Compare and Contrast Texts Lesson 12: Understand Key Details	Letter Name 33 That Pig Can't Do a Thing 45 That Pig Can't Do a Thing	Lesson 11: Plan and Draft a Narrative Lesson 12: Revise and Edit a Narrative	Write a Narrative
		FOUNDATIONAL SKILL FOCUS Consonant Patterns ph, gh, -ck, -ng		CONVENTIONS Rearrange Sentences	

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RL.3.7 Connect Words and Pictures Lesson 21	Lesson 1-6 <i>68 Ways to Save the Planet Before Bedtime</i>	Lesson 1: Identify the Main Topic to Understand a Text Lesson 2: Use Text Features Lesson 3: Connect Scientific Ideas Lesson 4: Explain How Images Clarify Text Lesson 5: Use Text to Ask and Answer Questions Lesson 6: Identify the Main Purpose of a text	Within Word 34 Library Lobster Fishing at Dawn	Lesson 1: State and Support an Opinion Lesson 2: Identify a Main Purpose Lesson 3: Make Connections Lesson 4: Use Linking Words Lesson 5: Support Opinions Lesson 6: Analyze a Conclusion	Write an Opinion Piece
		Foundational Skills Focus		CONVENTIONS	
		Lessons 1-5: Vowel Patterns aw, au, augh, al Lesson 6: Inflected Endings -s, -es, -ed, -ing, -er, -est		Lesson 1: Spelling Patterns- Consonant Digraphs Lesson 2: Spelling Patterns- Vowel Digraphs Lesson 3: Spelling Patterns- /g/ or /j/ Lesson 4: Spelling Patterns- Diphthongs <i>oi</i> and <i>oy</i> Lesson 5: Spelling Patterns- Silent <i>gh</i> Lesson 6: Compound Words	

	Lesson 7-10 <i>On Meadowview Street</i>	Lesson 7: Describe How Characters Respond to Events Lesson 8: Describe How Word Choice Affects a Story Lesson 9: Use Illustrations to Understand and Talk About Text Lesson 10: Use Story Structure to Understand Text		Lesson 7: State and Support an Opinion Lesson 8: Write a Book Review Lesson 9: Revise Lesson 10: Writing Process: Plan an Opinion Piece	Write an Opinion Piece
		FOUNDATIONAL SKILL FOCUS Inflected Endings -s, -es, -ed, -ing, -er, -est		CONVENTIONS Lesson 7: Compound Words Lesson 8-9: Prefixes Lesson 10: Using Root Words	
	Lesson 11-13 Poetry Selections: <i>"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"</i>	Lesson 11: Determine a Fable's Central Message Lesson 12: Describe Connections in a Text Lesson 13: Identify the Author's Purpose	This skill is outside the scope and sequence of this program.	Lesson 11: Writing Process: Draft an Opinion Piece Lesson 12: Writing Process: Revise an Opinion Piece Lesson 13: Edit and Publish an Opinion Piece	Write an Opinion Piece
		FOUNDATIONAL SKILL FOCUS Abbreviations		CONVENTIONS Shades of Meaning	

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

iREADY FOCUS LESSONS	LESSON TEXT	READING INSTRUCTIONAL FOCUS	WORDS THEIR WAY	WRITING LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	
				Writing Instruction Focus	Independent Writing
LAFS.2.RI.3.7 Explain How Images Support Text Lesson 18	Lesson 1-6 <i>Alfred Nobel: The Man Behind the Peace Prize</i>	Lesson 1: Identify Author's Main Purpose Lesson 2: Determine the Main Topic of a Text Lesson 3: Describe How Reasons Support Author's Points Lesson 4: Describe Connections Lesson 5: Identify Causes and Effects of Events Lesson 6: Determine the Purpose of Text Features	Derivational Relations-Lessons 3-6, 9-10, 12-14	Lesson 1: Determine Writer's Purpose Lesson 2: Grab Readers' Attention Lesson 3: Examine Word Choice Lesson 4: Identify Point of View Lesson 5: Use Linking Words Lesson 6: Use Persuasive Phrases	Write an Opinion Piece
		Foundational Skills Focus		CONVENTIONS	
		Lessons 1-5: Final Syllables -tion, -ture, -ion Lesson 6: Suffixes -ness, -less, -able, -ible		Lesson 1-5: Connections Between Words Lesson 6: Use Root Words	
	Lesson 7-10 <i>A Picture Book of Eleanor Roosevelt</i>	Lesson 7: Identify the Main Purpose of a Text Lesson 8: Use Reasons to Support Points Lesson 9: Understand Key Details Lesson 10: Identify Key Details	Derivational Relations-Lessons 2, 34, 35	Lesson 7: Make Connections Lesson 8: Support an Opinion with Facts Lesson 9: Follow the Writing Process Lesson 10: Writing	Write an Opinion Piece

		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Suffixes -ness, -less, -able, -ible		Lessons 7-8: Use Root Words Lesson 9: Identify and Use the Prefix re- Lesson 10: Use Dictionaries	
	Lesson 11-12 <i>Alfred Nobel: The Man Behind the Peace Prize</i> and <i>A Picture Book of Eleanor Roosevelt</i>	Lesson 11-12: Compare Texts	Syllables and Affixes- Lessons 49	Lesson 11: Revise a Draft Lesson 12: Edit and Publish	Write an Opinion Piece
		FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
		Prefixes micro-, mid-, mis-, non-		Use Dictionaries	

Essential Questions:	
RL3.9 DOK Level 3	<ul style="list-style-type: none"> • What culture (country) is represented in the story ____? • How are the different versions of the story ____ the same/different? • How is ____ (character) the same in the stories ____ and ____? How is (s)he different? • How are the settings in the stories ____ and ____ the same/different? • How is the character's problem in the stories ____ and ____ the same/different? • How is the way the problem is solved in the stories ____ and ____ the same/different? • How would the story ____ be different if the cultural setting was changed to ____?
RI3.9 DOK Level 2	<ul style="list-style-type: none"> • What are the texts ____ and ____ mainly about? • What are the main points stated in each of the texts? How are the main points in both texts alike and different? • What key details are the same/different in the texts ____ and ____? • How are the two texts alike/different? Support your answer using evidence from the text. • How are the pictures/illustrations in ____ an ____ alike/different? • What information did you find in this text that you did not find in the other text? • Why do you think the details in both passages are different even though the topics are the same? Support your answer using details.
RL3.7 DOK Level	<ul style="list-style-type: none"> • Why do you think the author included illustrations in the story? What clues do the illustrations provide? • Which sentence from the story best describes the illustration on page # ____? • Which illustration in the story shows what the sentence "____" is saying? • What caption would best fit the picture on page # ____? • What is the purpose of the illustration on page # ____? • In the story, what clues do the illustrations give you that help you better understand the character(s)/setting? • Look at the illustration on page # _____. What clues does it provide to help you understand the events happening in the story?
RI3.7 DOK Level	<ul style="list-style-type: none"> • What information can you gather from reading the diagram/map/graph/chart on page #____? Use evidence from the text to support your answer. • How does reading the diagram/chart/graph help you understand what the author is trying to say? • How does the illustration or photograph help you better understand the text? Use evidence from the text to support your answer. • How does the image on page # ____ add new information to the article? • What information does the key/legend of the map give you? Why is it important? • How do the illustrations, maps, or photographs help the reader understand when or where the event occurred? Use evidence to support your answer. • What conclusions can you draw by looking at the diagram/chart/graph?

