Hazleton Area School District

Literacy Curriculum

Aligned to PA Core Standards and

English Language Proficiency Standards
 **Second Grade**

**The ELA (K-8) Curriculum Committee**

**What is a Curriculum Framework?**

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

A Curriculum Framework is part of [standards aligned system](http://en.wikipedia.org/wiki/Standards_based_education_reform). The framework is the first step, defining clear, high standards which will be achieved by **all** students. The curriculum is then aligned to the standards, and students are assessed against the standards. When the standards are reached, there will be no [achievement gap](http://en.wikipedia.org/wiki/Achievement_gap) where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings**, which will lead to life-long learning; **Essential Questions** that guide student learning; **Grade Level Skills** that students are to master in order to meet the overarching standards; **Resources and Materials** for teachers and students to utilize to develop, master, and practice the skills, and **Assessments**, or opportunities, for students to demonstrate their level of achieving the standards.

A Curriculum Framework is not a textbook. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students’ skills and understanding of the world around them. A Curriculum Framework is not a unit plan or collection of daily lesson plans for a teacher to follow. From the Curriculum Framework, teachers create lessons and units to meet each individual student’s needs. A Curriculum Framework should allow a teacher to include differentiation through multiple resources, learning opportunities, and assessments. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is a living document that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of the students in the Hazleton Area School District.

Aligning with PA Core Standards, this English/Language Arts curriculum focuses on the four domains of literacy: Speaking, Listening, Reading and Writing. It is the intent that the four domains are taught through an integrated approach, including vocabulary, spelling, syntax, grammar, and conventions. Students demonstrate their understanding of the content and mastery of the literacy skills through speaking and/or writing assessments about what they have heard and/or read. Research supports this approach of integrating all four domains of literacy as opposed to teaching each in isolation. Even in the case when English/Language Arts may be taught by a teacher different from the teacher who teaches reading, integration is vital for students’ language development.

**Socialization Skills**

For the Hazleton Area School District, the ELA Curriculum Committee (2014) has combined literacy with socialization skills for its curriculum development. Through a thematic approach, students will learn important social skills to be a good citizen while learning the Pennsylvania standards for literacy. Each year, students will focus on one overarching social goal which will build upon the previous year’s goal. Kindergarten will develop CARING KIDS; First Grade, COOPERATIVE WORKERS; Second Grade, INDEPENDENT LEARNERS; Third Grade, PROBLEM SOLVERS; Fourth Grade, RESPONSIBLE STUDENTS; Fifth Grade, DECISION MAKERS; Sixth Grade, TOLERANT THINKERS; Seventh Grade; CONFIDENT INDIVIDUALS; and Eighth Grade, WORLDLY THINKERS. These skills and overarching goals will develop accepting and understanding global thinkers for the 21st Century.

Second Grade: Goal: Independent Learners

As children move from the primary grades to the intermediate grades, they seek more independence. This year is devoted to helping students find that independence in their learning. Rather than relying on an adult to always provide the answers, students are encouraged to be self-reliant to discover their own possible solutions to daily routines and difficulties. By modeling their behavior upon a positive role model, they will become more independent in the classroom and in their lives. While the teacher will continue to support the students in their development, they will use informational text and literature to explore how persons and characters think for themselves rather than relying on others to find the great answers in life.

Theme One: Exploring Independence (MH Units 1&2)

Theme Two: Growth & Change (MH Unit 3)

Theme Three: Let’s Discover (MH Unit 4)

Theme Four: Positive Role Models (MH Units 5&6)

**PA Core Standards for Second Grade**

**Foundational Skills**

**Foundational** **skills** are a set of basic phonological and phonetic **skills** that students must master before they become fluent readers.

**Reading Overarching Reading Foundational Skills Standards for Second Grade**

***By the end of Second Grade, students will:***

**RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

**RF.2.4.** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Weeks 1-6**

**Unit 1**

**RL.2.1.** Ask and answer such questions ***as who, what, where, when, why, and how to demonstrate understanding of key details in a text.***

**RL.2.7.** ***Use information gained*** from the illustrations and ***words in a print or digital text to demonstrate understanding*** of its characters, setting, or ***plot.***

**RI.2.1.** Ask and answer such questions as ***who, what, where, when, why, and how to demonstrate understanding*** of key details in a text.

**RI.2.7.** Explain how ***specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.***

**W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, ***use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.***

**W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.

**SL.2.2.** ***Recount or describe key ideas*** or details from a text read aloud or information presented orally or through other media.

**L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 b. Use commas in ***greetings and closings of letters.***

**L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

 a. Identify real-life connections between words and their use ***(e.g., describe foods that are spicy or juicy).***

**Weeks 7-12**

**Unit 2**

**RL.2.3.** Describe ***how*** characters in a story ***respond*** to major events and ***challenges.***

**RI.2.3.** Describe the connection between a ***series of historical events, scientific ideas or concepts, or steps in technical procedures i***n a text.

**W.2.3.** Write narratives in which they recount a ***well-elaborated event*** or short sequence of events, ***include details to describe actions, thoughts, and feelings,*** use temporal words to signal event order, and provide a ***sense*** of closure.

**SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 a. Use ***collective*** nouns (e.g., group).

 b. ***Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).***

**L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 a. Capitalize ***holidays, product names, and geographic names.***

**Weeks 13-18**

**Unit 3**

**RL.2.5.** Describe the overall structure of a story, including describing how the ***beginning introduces the story*** and the ***ending concludes the action.***

**RL.2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RI.2.5.** Know and use various text ***features (e.g., captions, bold print, subheadings,*** glossaries, ***indexes,*** electronic menus, icons) to locate key facts or information in a text ***efficiently.***

**RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**W.2.2.** Write informative/explanatory texts in which they ***introduce a topic***, use ***facts and definitions to develop points***, and provide ***a concluding statement or section***

**SL.2.6.** Produce complete sentences when appropriate to task and situation ***in order to provide requested detail or clarification.***

**L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 c. ***Use an apostrophe to form contractions and frequently occurring possessives.***

**L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 d. ***Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).***

 e. ***Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.***

**Weeks 19-24**

 **Unit 4**

**RL.2.2.** ***Recount stories***, including ***fables and folktales*** from diverse cultures, and determine their central message, lesson, or ***moral.***

**RI.2.2.** Identify the main topic of a ***multiparagraph text as well as the focus of specific paragraphs*** within the text.

**W.2.7.** Participate in shared research and writing projects ***(e.g., read a number of books on a single topic to produce a report; record science observations).***

**SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

 a. Follow agreed-upon rules for discussions ***(e.g., gaining the floor in respectful ways,*** listening to others with care, speaking one at a time about the topics and texts under discussion).

 b. Build on others’ talk in conversations ***by linking their comments to the remarks of others.***

 c. ***Ask for clarification and further explanation as needed*** about the topics and texts under discussion.

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 d. ***Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).***

**L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

 b. ***Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).***

 ***d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)***

**Weeks 25-30**

**Unit 5**

**RL.2.4.** ***Describe*** how words and phrases ***(e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning*** in a story, poem, or song.

**RI.2.4.** Determine the meaning of words and phrases in a text relevant to a ***grade 2*** topic or subject area.

**W.2.5.** With guidance and support from adults ***and peers***, focus on a topic and s***trengthen writing as needed by revising and editing. (ex. Personal Narrative)***

**SL.2.3.** Ask and answer questions about what a speaker says in order to ***clarify comprehension***, gather additional information, or ***deepen understanding of a topic or issue.***

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 c. ***Use reflexive pronouns (e.g., myself, ourselves).***

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 f. ***Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).***

**L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

 a. ***Use sentence-level context as a clue to the meaning of a word or phrase.***

 ***c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).***

 ***e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.***

**Weeks 31-36**

**Unit 6**

**RL.2.9.** Compare and contrast ***two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.***

**RI.2.9.** ***Compare and contrast the most important points*** presented by two texts on the same topic.

**W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (ex. Interview with peers, collaborative research)

**SL.2.5.** ***Create audio recordings of stories or poems;*** add drawings or other visual displays to stories or ***recounts of experiences*** when appropriate to clarify ideas, thoughts, and feelings.

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 ***e. Use adjectives and adverbs, and choose between them depending on what is to be modified.***

**L.2.3.** ***Use knowledge of language and its conventions when writing, speaking, reading, or listening.***

 ***a. Compare formal and informal uses of English.***

**L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

 b. Distinguish shades of meaning among closely related verbs ***(e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).***

**L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including ***using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).***

**Reading**

**1.2 Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

**1.3 Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**

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| Reading Informational Text***Key Ideas and Details**** Identify main idea of a multi-paragraph text
* Ask and answer Wh’s questions about key details
* Describe the connection between a series of events, concepts or process

***Craft and Structure**** Use text features (graphs, illustrations, font, etc.) to locate key information efficiently
* Determine meaning of words and phrases for multiple-meaning words

***Integration of Knowledge and Ideas**** Explain how graphics contribute to and clarify text
* Describe how reasons support specific points in a text
* Compare and contrast key ideas presented in two texts on same topic

***Vocabulary Acquisition and Use**** Use words and phrases acquired through conversations, general academics, and content-specific vocabulary
* Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing a range of strategies and tools
 | Reading Literature***Key Ideas and Details**** Recount stories and determine their central message, lesson, or moral
* Ask and answer Wh’s questions about key details
* Describe how characters respond to major events and challenges

***Craft and Structure**** Read dramatically for character voices
* Describe structure of story (beginning, middle, end)
* Describe how words and phrases supply rhythm and meaning in story, poem, or song

***Integration of Knowledge and Ideas**** Use illustrations and words to demonstrate understanding of characters, setting, or plot.
* Compare and contrast two or more versions of the same story by different authors or from different cultures

***Vocabulary Acquisition and Use**** Use words and phrases acquired through conversations, general academics, and content-specific vocabulary
* Determine or clarify the meaning of unknown or multiple-meaning words and phrases choosing a range of strategies and tools
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**Writing**

**1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**

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|  | **Informative** | **Argumentative** | **Narrative** |
| *Focus* | Identify and introduce the topic | Identify the topic and state an opinion  | Establish a situation and introduce a narrator and/or character |
| *Content* | Develop the topic with facts and/or definitions | Support opinion with reasons that include details connected to opinion | Include thoughts and feelings to describe experiences and events to show the response of characters to situations |
| *Organization* | Group information and provide a concluding statement or section | Create an organizational structure that includes reasons and includes a concluding statement | Organize a short sequence of events, using temporal words and provide a sense of closure |
| *Style* | Choose words and phrases for effect | Use a variety of words and phrases to appeal to the audience | Choose words and phrases for effect |
| *Conventions* | Capitalize proper nounsUse commas and apostrophesSpell words drawing on common spelling patternsConsult reference material as needed | Capitalize proper nounsUse commas and apostrophesSpell words drawing on common spelling patternsConsult reference material as needed | Capitalize proper nounsUse commas and apostrophesSpell words drawing on common spelling patternsConsult reference material as needed |

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| Timeline | Themes  | Phonics Skill /Spelling | Instructional Vocabulary  | Performance Tasks/ High Frequency Words/ Assessments | Imagine Learning /Correlated Lessons |
| 5 weeks(7-10 days per week/story) | Unit 1:HeggertyWeeks: 1-88-12 minutes daily morning routine. | Week 1:Blending, Categorization, SegmentationShort a, short iWeek 2:Short e, short o, short uWeek 3:Two-letter blendsr-blends,t-blends,s-blendsWeek 4:Short a, long aa\_eWeek 5:short i,long ii\_e | Author IllustratorIllustrationVisualizeCharacter GenreFictionRealistic FictionNon-fictionNarrative Non-fictionSetting Plot (Events)DiagramNounsCommon NounsSingular NounsPlural NounsRoot WordInflectional EndingCategorizationMain IdeaKey DetailsComprehensionRecallPunctuationPeriodQuestion markExclamation markCapitalizationCommaAdjectiveOpinion | Week 1: ball, blue, both, even, for, help, put, there, why, yellowHandwriting: Manuscript ReviewWeek 2: could, find, funny, green, how, little, one, or, see, soundsHandwriting: Letter and Word SpacingWeek 3: boy, by, girl, he, here, she, small, want, were, whatHandwriting: LowercaseWeek 4: another, done, into, move, now, show, too, water, year, yourHandwriting: UppercaseWeek 5: all, any, goes, new, number, other, right, says, understands, workHandwriting: Functions of Writing.Kid Writing Portfolio: BOY- sample(benchmark)Opinion Writing | **Standard RL.2.1****RC 41** Story Characters, Setting, and Plot**RC 42** Key Details**RC 44** Sequence**RC 45** Review: Sequence**RC 48** Cause and Effect**RC 49** Review: Cause and Effect**Standard RL.2.7****RC 41** Story Characters, Setting, and Plot**RC 44** Sequence**RC 45** Review: Sequence**RC 46** Compare and Contrast Stories**RC 47** Review: Compare and Contrast**Standard RI.2.7****RC 48** Cause and Effect**RC 53** Ask and Answer Questions About Informational Text **Standard - CC.1.4.2.G**Write opinion pieces on familiar topics or texts.**Standard - CC.1.4.2.H**Identify the topic and state an opinion. |
| 5 weeks(7-10 Days per week/story) | Unit 2: HeggertyWeeks: 9-178-12 minutes daily morning routine. | Week 1:Short o, long oo\_eWeek 2:Short u, long uu\_eWeek 3:soft c, soft gWeek 4:Diagraphs, trigraphsSh, ph, th, ng,whWeek 5:Three- letter blendsscr, spr, str, thr, spl.shr | SentenceFragmentSubject/Predicate Statement/DeclarativeCommand/ImperativeQuestion/InterrogativeExclamatoryProper NounsIrregular NounsCollective NounsCharacter AnalysisNarrative WritingRoot Word (Base Word)PrefixesSuffixesPredictionContext CluesExpository TextCaptionsBold PrintSubheadingsDiagramsLabelsSidebarsNarrative Non-fiction | Week 1: because, cold, family, friends, have, know, off, picture, school, tookHandwriting: Sentence Structure/ Introducing cursive position/AlphabetWeek 2: change, cheer, fall, five, look, open, should, their, won, yesHandwriting: Strokes that curve up; e, l; i,tWeek 3: almost, buy, food, out, put, saw, sky, straight, under, washHandwriting: Strokes that curve down: o, a, c, dWeek 4: baby, early, eight, isn’t learn, seven, start, these, try, walkHandwriting: Joining lettersWeek 5: bird, far, field, flower, grow, leaves, light, orange, ready, untilHandwriting: u, w; b, f | **Standard RL.2.3** **RC 41** Story Characters, Setting, and Plot**RC 56** Retell Story Events **RC 70** Understand Character**Standard RI 2.3****RC 45** Review: Sequence**RC 48** Cause and Effect**RC 49** Review: Cause and Effect**RC 71** Describe Relationships in Scientific Texts  |
| 5 Weeks(7-10 days per week/story) | Unit 3HeggertyWeeks: 18-268-12 minutes daily morning routine. | Week 1:Long a: a,ai,ay, ea, ei, eigh, eyWeek 2:Long i: i, y, igh, ieWeek 3:Long o:o, oa. ow, oeWeek 4:Long e:e, ee, ea, ie, y,ey, e\_e  Week 5:Long u:u\_e, ue, u, ew | ContractionsCompound WordsSynonymsAntonymsPossessive NounsApostropheComparative EndingsLinking WordsReferencesDictionariesFiction Author’s PurposeSequenceRereadMain IdeaKey DetailsInformative WritingTopicFactsVerbPresent-TensePast-TenseFuture-TenseBook Titles | Week 1: about, around, good, great, idea, often, part, second, two, worldHandwriting: h,k; g,q Week 2: also, apart, begin, either hundred, over, places, those, which, withoutHandwriting: j,p; r, sWeek 3: better, group, long, more, only, our, started, three, who, won’t Handwriting: y, z, v, xWeek 4: after, before, every, few, first, hear, hurt, old, special, wouldHandwriting: Letter and Word SpacingWeek 5: America, beautiful, began, climbed, come, country, didn’t, give, live, turnedHandwriting: Review lower case lettersKid Writing Portfolio:MOY: sample(benchmark)Persuasive WritingInformative Writing | **Standard RL.2.5****RC 41** Story Characters, Setting, and Plot**RC 44** Sequence**RC 45** Review: Sequence**RC 56** Retell Story Events **Standard RL.2.6****RC 89** Distinguish Points of View in a Story **Standard - CC.1.4.2. A**Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.**Standard RI.2.5** **RC 75** Close Reading: Text Features **Standard RI.2.6** **RC 68** Author’s Purpose  |
| 5 weeks ( 7-10 days per week/story) | Unit 4:HeggertyWeeks: 27-358-12 minutes daily morning routine | Week 1:Silent letters: wr, kn, gn, mb, scWeek 2:r-controlled vowels: ar, er, ir, or, urWeek 3:r-controlled vowels:or, ore, oar, arWeek 4:r-controlledvowels:eer, ere, earWeek 5:R- controlled vowelsair, ear, ere | Root Words (Base Word)PrefixesSuffixesIrregular VerbsPast-Tense Irregular VerbsHomonymsGenreFableFolk talesMoralThemeResearch WritingParagraphsExpository TextCaptionsBold PrintSubheadingsDiagramsLabelsSidebars | Week 1: below, colors, don’t down, eat, many, morning, sleep, through, veryHandwriting: Strokes for Cursive writing: size and shapeWeek 2: animal, away, building, found, from, Saturday, thought, today, toward, watchHandwriting: A, O; C, EWeek 3: ago, carry, certain, everyone, heavy, outside, people, problem, together, warmHandwriting: L, D, B,RWeek 4: again, behind, eyes, gone, happened, house, inside, neither, stood, youngHandwriting: T, F; S, GWeek 5: among, bought, knew, never, once, soon, sorry, talk, touch, uponHandwriting: I, J; Punctuation Marks. (Cursive writing) | **Standard RL.2.2****RC 54** Determine the Central Message of a Story **RC 56** Retell Story Events**RC 41** Story Characters, Setting, and Plot**RC 42** Key Details**RC 44** Sequence**RC 45** Review: Sequence**Standard RI 2.2****RC 52** Summarize Main Ideas**RC 58** Find Main Ideas and Details **RC 82** Main Idea **Standard L.2.4****P 69** Prefixes and Suffixes**L.2.4e****P53** Compound Words**Standard - CC.1.3.2.F**Describe how words and phrases supply rhythm and meaning in a story, poem, or song.**Standard RL.2.4****RC 50** Understand Poetry |
| 5 Weeks ( 7-10 days per week/ story) | Unit 5HeggertyReview Weeks: 27-35 as needed 8-12 minutes daily morning routine. | Week 1:Diphthongs: ou, owWeek 2: Diphthongs: oy, oiWeek 3: Variant vowel: oo, u, u\_e, ew, ue, ui, oo, ou, u Week 4:Variant vowels: a, aw, au, augh, al, oughWeek 5:Short vowel digraphs:e/ea ; u/ou : i/y | GenreBiographyPoetryBeatsAlliterationRhymesPronounsPossessive PronounsReflexive PronounsHomophonesIdiomsPoint of ViewSummarizePredictionsProblem and SolutionComplete and Simple Compound  | Week 1: answer, been, body, build, head (body part), heard, minutes, myself, pretty, pushedHandwriting: N, M, H, KWeek 2: brought, busy, else, happy, I’ll, laugh, love, maybe, please, severalHandwriting: P,Q, V, UWeek 3: air, along, always, draw, during, ever, meant, nothing, story, strongHandwriting: W, X, Y, ZWeek 4: city, father, mother, o’clock, own, questions, read, searching, sure, thoughHandwriting: (Spacing) Letters and WordsWeek 5: anything, children, everybody, instead, paper, person, voice, whole, woman, wordsHandwriting: Review of Lowercase and UppercaseKid Writing Portfolio:EOY: sample(benchmark)Personal Narrative  | **Standard - CC.1.2.2. B**Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**Standard L.2.4****L.2.4a****V65-77** Building Word Knowledge**RC 45** Review: Sequence**RC 73** Understand Literal and Nonliteral Meanings **Standard RL.2.6****RC 89** Distinguish Points of View in a Story **L.2.4c P69** Prefixes and Suffixes**Standard - CC.1.4.2.M**Write narratives to develop real or imagined experiences or events. |
| 5 Weeks (7-10 days per week/story) | Unit 6:HeggertyReview Weeks: 27-35 as needed 8-12 minutes daily morning routine | Week 1: Closed and open syllablesWeek 2:Words with cvc syllablesWeek 3:Final stable syllables: words with consonant + l le, el, al, tion, sionWeek 4:Vowel team syllables.Week 5:Words with r-controlled vowel syllables | Compare and ContrastAdjectives AdverbsPrepositional PhrasesSynonymsInterviewContext CluesCommaThemeMythArticles | Week 1: door, front, order, probably, remember, someone, tomorrow, what’s, worry, yesterday.Handwriting: Abbreviations; EnvelopeWeek 2: alone, became, beside, four, hello, large, notice, round, suppose, surprisedHandwriting: Letter, Punctuation Marks; Letter formatWeek 3: above, brother, song, follow, listen, month, soft, something, who’s windHandwriting: Form; PosterWeek 4: against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, windowHandwriting: PoemWeek 5: afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever.Handwriting: Story | **Standard RL.2.9** **RC 41** Story Characters, Setting, and Plot**Standard - CC.1.4.2. N**Establish a situation and introduce a narrator and/or characters.**Standard - CC.1.4.2.M**Write narratives to develop real or imagined experiences or events.**Standard RI.2.9** **RC 47** Review: Compare and Contrast**RC 65** Compare and Contrast Informational Text **Standard L.2.6****V 65-77** Building Word Knowledge**Standard RL.2.4****RC 50** Understand Poetry |