

Sunflower County Consolidated School District
2nd Grade ELA
Pacing Guide 2017- 2018

Sunflower County Consolidated School District



**First Nine Weeks
(August 7th - October 6th, 2017)**

Week 1 (August 7-11th)

Ready Reading Lesson	Lesson 1: Asking Questions About Key Details
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Reading Street Text	<i>Scarcity</i> (Book 2.1)
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Ready Language	Lesson 1: Nouns
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Ready Writing	Teaching Writing Expectations
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Saxon Phonics	Pre-Assessments
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LRI	Week 1
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Standards:

- 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.
- RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF 2.4a Read grade-level text with purpose and understanding.
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. (Nouns)

I Can Statements:

- I can answer questions to show I understand important details in a story.
- I can sound out words I do not know.
- I can read a list of second grade words that cannot be sounded out. (Sight Words)
- I can read fluently and understand what I read.

- I can use nouns when writing (printing, cursive, or keyboarding) and when speaking.

Week 2 (August 14-18th)

Ready Reading Lesson	Lesson 2: Finding the Main Topic
Reading Street Text	<i>A Walk in the Desert</i> (Book 2.1)
Ready Language	Lesson 2: Plural Nouns
Ready Writing	Lesson 1: Writing to Inform: Paragraph (Days 1-5)
Saxon Phonics	Lessons 1-5
LRI	Week 2

Standards:

- RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF 2.3c Decode regularly spelled two-syllable words with long vowels.
- L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (Plural nouns)
- L 2,2a Capitalize holidays, product names, and geographic names. (Capitalization in Holidays, product names, and geographic names)
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- 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.

I Can Statements:

- I can identify the main idea of a text.
- I can state the focus of the paragraphs within the text.
- I can sound out words I do not know.
- I can read a list of second grade words that cannot be sounded out. (Sight Words)
- I can use plural nouns that don't follow the rules (e.g., feet, children, teeth, and fish).
- I can capitalize proper nouns.
- I can write my thoughts and ideas about a topic or a book I have read.
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.

Week 3 (August 21-25th)

Ready Reading Lesson	Lesson 3: Describing Connections Between Historical Events
Reading Street Text	<i>A Weed is a Flower</i> (Book 2.1)
Ready Language	Lesson 3: Collective Nouns
Ready Writing	Lesson 1: Writing to Inform: Paragraph (Days 6-10)
Saxon Phonics	Lessons 6-10
LRI	Week 3

Standards:

- RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- L 2.1a Use collective nouns (e.g., group). (Collective Nouns)
- 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.
- L 2,2a Capitalize holidays, product names, and geographic names. (Capitalization in Holidays, product names, and geographic names)
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record

science observations).

- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL 2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL 2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

I Can Statements:

- I can put events or ideas in order.
- I can explain how events or ideas go together.
- I can sound out words I do not know.
- I can read a list of second grade words that cannot be sounded out. (Sight Words)
- I can use nouns that name groups of things (e.g., pride, flock).
- I can write my thoughts and ideas about a topic or a book I have. Read.
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.
- I can talk with others using listening and speaking rules.
- I can connect my comments to what others have said.
- I can ask questions if I don't understand.

Week 4 (August 28 - September 1)

Ready Reading Lesson	Lesson 4: Describing Connections Between Scientific Ideas
Reading Street Text	<i>Soil</i> (Book 2.2)
Ready Language	Lesson 4: Pronouns
Ready Writing	Lesson 1: Writing to Inform: Paragraph (Days 11-15)
Saxon Phonics	Lessons 11-15
LRI	Week 4

Standards:

- RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RF 2.4 Read with sufficient accuracy and fluency to support comprehension
- RI 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. (Pronouns)
- L 2,2a Capitalize holidays, product names, and geographic names. (Capitalization in Holidays, product names, and geographic names)
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL 2.1 Participate in collaborative conversations with diverse partners about grade 2-3 topics and texts with peers and adults in small and larger groups.

I Can Statements:

- I can put events or ideas in order.
- I can explain how events or ideas go together.
- I can read fluently.
- I can understand what I read.
- I can correct myself if I make a mistake when I read.
- I can read with expression.
- I can read and understand informational texts at my grade level.
- I can use pronouns. (e.g., myself, himself) that tell about the subject in the sentence.
- I can capitalize proper nouns.
- I can write my thoughts and ideas about a topic or a book I have read.
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.
- I can talk with others using listening and speaking rules.
- I can connect my comments to what others have said.
- I can ask questions if I don't understand.

Week 5 (September 5- September 8th)
****Short Week - No school on Monday Sept. 4**

Ready Reading Lesson	Lesson 5: Describing Connections Between Steps
Reading Street Text	<i>Cowboys</i> (Book 2.2)
Ready Language	Lesson 5: Reflexive Pronouns
Ready Writing	Lesson 2: Writing a Narrative: Paragraph (Days 1-4)
Saxon Phonics	Lessons 16-20
LRI	Week 5

Standards:

- RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RF 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 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.
- L 2.1c Use reflexive pronouns (e.g., myself, ourselves). (Reflexive Pronouns)
- 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.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

- 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.

I Can Statements:

- I can put events or ideas in order.
- I can explain how events or ideas go together.
- I can read fluently.
- I can understand what I read.
- I can correct myself if I make a mistake when I read.
- I can read with expression.
- I can use illustration and text to tell about the setting of a story.
- I can use illustration and text to tell about the characters of a story.
- I can use illustration and text to tell about the plot of a story.
- I can use reflexive pronouns (e.g., myself, ourselves).
- I can write about something that happened, what I have seen, or something I remember.
- I can include actions, thoughts, and feelings in my writing.
- I can write a closing statement.
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.
- I can record myself reading using a computer or other digital recorder.
- I can add pictures to my presentation to add meaning.

Week 6 (September 11 - September 15)

Ready Reading Lesson	Lesson 6: Asking Questions About Key Details
Reading Street Text	<i>The Strongest One</i> (Book 2.1)
Ready Language	Lesson 6: Verbs
Ready Writing	Lesson 2: Writing a Narrative: Paragraph (Days 5-9)
Saxon Phonics	Lessons 21 - 25
LRI	Week 6

Standards:

- 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.
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. (Verbs)
- 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.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

I Can Statements:

- I can answer questions to show I understand important details in a story.
- I can ask questions to show I understand important details in a story.

- I can use verbs when writing (printing, cursive, or keyboarding) and when speaking.
- I can write about something that happened, what I have seen, or something I remember.
- I can include actions, thoughts, and feelings in my writing.
- I can write a closing statement.
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.

Week 7 (September 18 - September 22)

Ready Reading Lesson	Lesson 7: Recounting Stories
Reading Street Text	<i>The Bremen Town Musicians</i> (Book 2.1)
Ready Language	Lesson 7: Past Tense of Irregular Verbs
Ready Writing	Lesson 2: Writing a Narrative: Paragraph (Days 10-14)
Saxon Phonics	Lessons 26 - 30
LRI	Week 7

Standards:

- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RF 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L 2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (Past tense of Irregular Verbs)
- 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.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)
- SL 2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

I Can Statements:

- I can retell a fable or folktale and explain the lesson in the story.
- I can correct myself if I make a mistake when I read.
- I can use past tense verbs that don't follow the rules (e.g., sat, hid, and told).
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.
- I can use complete sentences when I answer questions.
- I can ask questions if I don't understand.

Week 8 (September 25 - September 29)

Ready Reading Lesson	Review Week
Reading Street Text	Review Week
Ready Language	Review Week
Ready Writing	Lesson 2: Writing a Narrative: Paragraph (Day 15)
Saxon Phonics	Lessons 31-35
LRI	Week 8

Standards:

- 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.
- RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RF 2.4 Read with sufficient accuracy and fluency to support comprehension
- RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RF 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L 2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (Past tense of Irregular Verbs)
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or

keyboarding) or speaking. (Verbs)

- L 2.1c Use reflexive pronouns (e.g., myself, ourselves). (Reflexive Pronouns)
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. (Pronouns)
- L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (Plural nouns)
- L 2.2a Capitalize holidays, product names, and geographic names. (Capitalization in Holidays, product names, and geographic names)
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. (Nouns)
- L 2.1a Use collective nouns (e.g., group). (Collective Nouns)
- 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.
- 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.

I Can Statements:

- I can answer questions to show that I know what I read.
- I can sound out words I do not know.
- I can read a list of second grade words that cannot be sounded out.
- I can identify the main idea of a text.
- I can state the focus of the paragraphs within the text.
- I can put events or ideas in order.
- I can explain how events or ideas go together.
- I can read fluently.
- I can understand what I read.
- I can correct myself if I make a mistake when I read.
- I can read with expression.
- I can answer questions to show I understand important details in a story.
- I can ask questions to show I understand important details in a story.
- I can retell a fable or folktale and explain the lesson in the story.
- I can correct myself if I make a mistake when I read.
- I can use past tense of irregular verbs when writing (printing cursive, or keyboarding) and when speaking (e.g., sat, hid, and

told).

- I can use verbs when writing (printing cursive, or keyboarding) and when speaking.
- I can use reflexive pronouns (e.g., myself, ourselves) that tell about the subject in the sentence.
- I can use nouns that name groups of things (e.g., pride, flock)
- I can use plural nouns that don't follow the rules (e.g., feet, children, teeth, and fish).
- I can capitalize proper nouns.
- I can write my thoughts and ideas about a topic or a book I have read.
- I can write about something that happened, what I have seen, or something I remember.
- I can include actions, thoughts, and feelings in my writing.
- I can write a closing statement.

Week 9 (October 2 - October 6)

Ready Reading Lesson	9 Weeks Testing Week
Reading Street Text	9 Weeks Testing Week
Ready Language	9 Weeks Testing Week
Ready Writing	Lesson 1 and 2: Writing an Informative and Narrative: Paragraph Review and/or Wrap-Up
Saxon Phonics	Lessons 36-40
LRI	Week 9

Standards:

- 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.
- RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RI 2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RF 2.4 Read with sufficient accuracy and fluency to support comprehension
- RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RF 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L 2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (Past tense of Irregular Verbs)
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or

keyboarding) or speaking. (Verbs)

- L 2.1c Use reflexive pronouns (e.g., myself, ourselves). (Reflexive Pronouns)
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. (Pronouns)
- L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (Plural nouns)
- L 2,2a Capitalize holidays, product names, and geographic names. (Capitalization in Holidays, product names, and geographic names)
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. (Nouns)
- L 2.1a Use collective nouns (e.g., group). (Collective Nouns)
- 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.
- 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.

I Can Statements:

- I can answer questions to show that I know what I read.
- I can sound out words I do not know.
- I can read a list of second grade words that cannot be sounded out.
- I can identify the main idea of a text.
- I can state the focus of the paragraphs within the text.
- I can put events or ideas in order.
- I can explain how events or ideas go together.
- I can read fluently.
- I can understand what I read.
- I can correct myself if I make a mistake when I read.
- I can read with expression.
- I can answer questions to show I understand important details in a story.
- I can ask questions to show I understand important details in a story.
- I can retell a fable or folktale and explain the lesson in the story.
- I can correct myself if I make a mistake when I read.
- I can use past tense of irregular verbs when writing (printing cursive, or keyboarding) and when speaking (e.g., sat, hid, and

told).

- I can use verbs when writing (printing cursive, or keyboarding) and when speaking.
- I can use reflexive pronouns (e.g., myself, ourselves) that tell about the subject in the sentence.
- I can use nouns that name groups of things (e.g., pride, flock)
- I can use plural nouns that don't follow the rules (e.g., feet, children, teeth, and fish).
- I can capitalize proper nouns.
- I can write my thoughts and ideas about a topic or a book I have read.
- I can write about something that happened, what I have seen, or something I remember.
- I can include actions, thoughts, and feelings in my writing.
- I can write a closing statement.

**Second Nine Weeks
(October 11th - December 20th, 2017)**

**Week 1 (October 11 - October 13)
Short week, no school October 9-10

Ready Reading Lesson	Lesson 8: Determining the Central Message
Reading Street Text	<i>The Signmaker's Assistant</i> (Book 2.2)
Ready Language	Lesson 8: Adjectives and Adverbs
Ready Writing	NO READY WRITING LESSON DURING THE FIRST WEEK
Saxon Phonics	NO SAXON LESSONS THIS WEEK

Standards:

- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- L 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. (Adjectives and Adverbs)
- SL 2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

I Can Statements:

- I can retell a tale or folktale and explain the lesson in the story.
- I can tell why the author wrote the text.
- I can use adjectives and adverbs to make a sentence clearer.
- I can ask questions if I don't understand.
- I can answer a question by thinking about something that happened to me.

Week 2 (October 16 - October 20)

Ready Reading Lesson	Lesson 9: Describing How Characters Act
Reading Street Text	<i>Henry and Mudge and the Starry Night</i> (Book 2.1)
Ready Language	Lesson 9: Complete Sentences
Ready Writing	Lesson 3: Writing an Opinion: Paragraph (Days 1-5)
Saxon Phonics	Lessons 41-45
LRI	Week 10

Standards:

- RL 2.3 Describe how characters in a story respond to major events and challenges.
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. (Complete Sentences)
- L 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L 2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 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 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 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.

I Can Statements:

- I can tell how characters act when things happen in a story.
- I can add descriptions or rearrange sentences to create new sentences.
- I can use apostrophes in contractions and to show possession.
- I can connect words with my experiences.
- I can write my thoughts and ideas about a topic or a book I have read.
- I can give reasons for my opinions.
- I can use words that link my ideas and my reasons.
- I can write a closing statement.
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.
- I can remember and tell others the important details that I have read or heard.

Week 3 (October 23 - October 27)

Ready Reading Lesson	Lesson 10: Unfamiliar Words
Reading Street Text	<i>The Night the Moon Fell</i> (Book 2.2)
Ready Language	Lesson 10: Simple and Compound Sentences
Ready Writing	Lesson 3: Writing an Opinion: Paragraph (Days 6-10)
Saxon Phonics	Lessons 46 - 50
LRI	Week 11

Standards:

- RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- L 2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (Simple and compound sentences)
- L 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L 2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 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.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- 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.

I Can Statements:

- I can use strategies to figure out the meaning of words.
- I can sound out words I do not know.
- I can read a list of second grade words that cannot be sounded out.
- I can add description or rearrange sentences to create new sentences.
- I can use apostrophes in contractions and to show possession.
- I can connect words with my experiences.
- I can write my thoughts and ideas about a topic or a book I have read.
- I can give reasons for my opinions.
- I can use words that link my ideas and my reasons.
- I can write a closing statement.
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.
- I can remember and tell others the important details that I have read or heard.

Week 4 (October 30 - November 3)

Ready Reading Lesson	Lesson 11: Text Features, Part 1 (Captions, Bold Print, Subheadings)
Reading Street Text	<i>Abraham Lincoln</i> (Book 2.1)
Ready Language	Lesson 11: Capitalization in holidays, product names, and geographic names
Ready Writing	Lesson 3: Writing an Opinion: Paragraph (Days 11-15)
Saxon Phonics	Lessons 51-55
LRI	Week 12

Standards:

- RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RF 2.4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- L 2.2a Capitalize holidays, product names, and geographic names. (Capitalization in Holidays, product names, and geographic names)
- L 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L 2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- 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 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- 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.

I Can Statements:

- I can use strategies to figure out the meaning of words.
- I can read fluently.
- I can understand what I read.
- I can correct myself if I make a mistake when I read.
- I can read with expression.
- I can capitalize proper nouns.
- I can use apostrophes in contractions and to show possession.
- I can connect words with my experiences.
- I can write my thoughts and ideas about a topic or a book I have read.
- I can give reasons for my opinions.
- I can use words that link my ideas and my reasons.
- I can write a closing statement.
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.
- I can remember and tell others the important details that I have read or heard.

Week 5 (November 6 - November 10)

Ready Reading Lesson	Lesson 12: Text Features, Part 2 (Glossaries, Indexes, Table of Contents)
Reading Street Text	<i>Exploring Space with an Astronaut</i> (Book 2.1)
Ready Language	Lesson 12: Use commas in greetings and closings of letters
Ready Writing	Lesson 4: Writing a Narrative: Diary (Days 1-5)
Saxon Phonics	Lessons 56-60
LRI	Week 13
<p>Standards:</p> <ul style="list-style-type: none">● 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● L 2.2b Use commas in greetings and closings of letters (Punctuating Greetings and Closing of Letters)● L 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.● 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.● W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.● W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.● W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).● W 2.8 Recall information from experiences or gather information from provided sources to answer a question.	

I Can Statements:

- I can use text features to find information quickly.
- I can use commas in greetings and closings of letters.
- I can use adjectives and adverbs to make a sentence clearer.
- I can write about something that happened, what I have seen, or something I remember.
- I can include actions, thoughts, and feelings in my writing.
- I can write a closing statement.
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.

Week 6 (November 13 - November 17)

Ready Reading Lesson	Lesson 13: Author's Purpose
Reading Street Text	<i>Tara and Tiree, Fearless Friends</i> (Book 2.1)
Ready Language	Lesson 13: Contractions
Ready Writing	Lesson 4: Writing a Narrative: Diary (Days 6-10)
Saxon Phonics	Lessons 61-65
LRI	Week 14

Standards:

- RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- L 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL 2.1a 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 topics and texts under discussion).

I Can Statements:

- I can tell why the author wrote the text.
- I can use an apostrophes in contractions and to show possession.
- I can use adjectives and adverbs to make a sentence clearer.
- I can write about something that happened, what I have seen, or something I remember.
- I can include actions, thoughts, and feelings in my writing.
- I can write a closing statement.
- When someone helps me:
 - I can edit to make my writing clearer.
 - I can revise my writing to make sure I stay on topic.
- When someone helps me:
 - I can use technology to finish and share my work.
 - I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.
- I can talk with others using listening and speaking rules.

No School
Thanksgiving Break
November 13th - November 17th

Week 7 (November 27 - December 1)

Ready Reading Lesson	Lesson 14: Sound and Meaning in Stories
Reading Street Text	<i>The Twin Club</i> (Book 2.1)
Ready Language	Lesson 14: Possessive Nouns
Ready Writing	Lesson 4: Writing a Narrative: Diary (Days 11-15)
Saxon Phonics	Lessons 66-70
LRI	Week 15

Standards:

- 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.
- L 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL 2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

I Can Statements:

- I can describe how words give rhythm and meaning to a story, poem, or song.
- I can use apostrophes in contractions and to show possession.
- I can use adjectives and adverbs to make a sentence clearer.
- I can write about something that happened, what I have seen, or something I remember.
- I can include actions, thoughts, and feelings in my writing.
- I can write a closing statement.
- I can edit to make my writing clearer.
- I can revise my writing to make sure I stay on topic.
- I can use technology to finish and share my work.
- I can work with others to write.
- I can work with others to learn and write about a topic.
- I can answer a question by thinking about something that happened to me.
- I can tell a story or something that happened to me.
- I can include facts, details, and interesting words.
- I can speak so that the listener can hear and understand me.

Week 8 (December 4 - December 8)

Ready Reading Lesson	Lesson 15: Rhythm and Meaning in Poems and Songs
Reading Street Text	<i>Anansi Goes Fishing</i> (Book 2.1)
Ready Language	Lesson 15: Spelling Patterns
Ready Writing	Lesson 3 and 4: Writing a Narrative: Diary and Writing and Opinion: Paragraph Review and/or Wrap-up
Saxon Phonics	Lessons 71-75
LRI	Week 16

Standards:

- 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.
- L 2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (Spelling Patterns)
- L 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 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.
- RF 2.3e Identify words with inconsistent but common spelling-sound correspondences.
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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

I Can Statements:

- I can describe how words give rhythm and meaning to a story, poem, or song.
- I can spell words using patterns.
- I can use dictionaries and other resources to check my spelling.
- I can write my thoughts and ideas about a topic or a book I have read.
- I can write about something that happened, what I have seen, or something I remember.
- I can include actions, thoughts, and feelings in my writing.
- I can write a closing statement.
- I can edit to make my writing clearer.
- I can revise my writing to make sure I stay on topic.
- I can use technology to finish and share my work.
- I can work with others to write.
- I can work with others to learn and write about a topic.
- I can sound out words I do not know.
- I can read a list of second grade words that cannot be sounded out.

Week 9 (December 11 - December 15)

Ready Reading Lesson	9 Weeks Review
Reading Street Text	9 Weeks Review
Ready Language	9 Weeks Review
Ready Writing	Lesson 3 and 4: Writing a Narrative: Diary and Writing and Opinion: Paragraph Review and/or Wrap-up
Saxon Phonics	Lessons 76-80
LRI	Week 17

Standards:

- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RL 2.3 Describe how characters in a story respond to major events and challenges.
- RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 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
- 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.
- L 2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (Spelling Patterns)
- L 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. (Adjectives and Adverbs)
- L 2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (Simple and compound sentences)
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or

keyboarding) or speaking. (Complete Sentences)

- L 2.2b Use commas in greetings and closings of letters (Punctuating Greetings and Closing of Letters)
- L 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.1 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 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

I Can Statements:

- I can retell a fable or folktale and explain the lesson in the story.
- I can explain how characters act when things happen in a story.
- I can use strategies to figure out the meaning of words.
- I can tell why the author wrote the text.
- I can sound out words I do not know.
- I can read a list of second grade words that cannot be sounded out.
- I can use text features to find information quickly.
- I can describe how words give rhythm and meaning to a story, poem, or song.
- I can spell words using patterns.
- I can use adjectives and adverbs to make a sentence clearer.
- I can add description or rearrange sentences to create new sentences.
- I can use standard English grammar when writing (printing, cursive, or keyboarding).
- I can use standard English grammar when speaking and speak in complete sentences.
- I can use commas in greetings and closings of letters.
- I can use apostrophes in contractions and to show possession.

- I can edit to make my writing clearer.
- I can revise my writing to make sure I stay on topic.
- I can use technology to finish and share my work.
- I can work with others to write.
- I can work with others to learn and write about a topic.
- I can write my thoughts and ideas about a topic or a book I have read.
- I can give reasons for my opinions.
- I can use words that link my ideas and my reasons.
- I can write a closing statement.
- I can work with others to learn and write about a topic.

Week 10 (December 18 - December 20)
****Students will be dismissed at 1:00 pm on 12/20**

Ready Reading Lesson	9 Weeks Testing
Reading Street Text	9 Weeks Testing
Ready Language	9 Weeks Testing
Ready Writing	Lesson 3 and 4: Writing a Narrative: Diary and Writing and Opinion: Paragraph Review and/or Wrap-up
Saxon Phonics	NO SAXON LESSONS THIS WEEK
LRI	NO LRI LESSON THIS WEEK

Standards:

- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RL 2.3 Describe how characters in a story respond to major events and challenges.
- RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RF 2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 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
- 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.
- L 2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (Spelling Patterns)
- L 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. (Adjectives and Adverbs)
- L 2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (Simple and compound sentences)
- L 2.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or

keyboarding) or speaking. (Complete Sentences)

- L 2.2b Use commas in greetings and closings of letters (Punctuating Greetings and Closing of Letters)
- L 2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.1 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 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

I Can Statements:

- I can retell a fable or folktale and explain the lesson in the story.
- I can tell why the author wrote the text.
- I can explain how characters act when things happen in a story.
- I can use strategies to figure out the meaning of words.
- I can sound out words I do not know.
- I can read a list of second grade words that cannot be sounded out.
- I can use text features to find information quickly.
- I can describe how words give rhythm and meaning to a story, poem, or song.
- I can spell words using patterns.
- I can use adjectives and adverbs to make a sentence clearer.
- I can add description or rearrange sentences to create new sentences.
- I can use commas in greetings and closings of letters.
- I can use apostrophes in contractions and to show possession.
- I can edit to make my writing clearer.
- I can revise my writing to make sure I stay on topic.

- I can use technology to finish and share my work.
- I can work with others to write.
- I can work with others to learn and write about a topic.
- I can write my thoughts and ideas about a topic or a book I have read.
- I can give reasons for my opinions.
- I can use words that link my ideas and my reasons.
- I can write a closing statement.
- I can work with others to learn and write about a topic.

No School
Christmas Break
December 21st - January 3rd

**Third Nine Weeks
(January 8 - March 9)**

Week 1 (January 8 - January 12)

Ready Reading Lesson	Lesson 16:
Reading Street Text	<i>Rosa and Blanca</i> (Book 2.1)
Ready Language	Lesson 16: Using a dictionary to check spelling
Ready Writing	Lesson 5: Writing to Inform: Lab Report (Days 1-5)
Saxon Phonics	Lessons 76 - 80
LRI	Week 18

Standards:

- RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RF 2.3a 2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF 2.3b Know spelling-sound correspondences for additional common vowel teams
- L 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (Using a Dictionary to Check Spelling)
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record

science observations).

- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 for specific expectations.)
- 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.

I Can Statements:

- I can tell the important details about how a story begins and ends.
- I can read long and short vowel words when reading regularly spelled one-syllable words.
- I know the spelling and sounds for common vowel teams.
- I can use dictionaries and other resources to check my spelling.
- (I can statements for writing standards are listed in first semester pacing guide.)
- I can use complete sentences when I answer questions.
- I can record myself reading using a computer or other digital recorder.
- I can add pictures to my presentation to add meaning.

Week 2 (January 16 - January 19)
****Short week, no school January 15th**

Ready Reading Lesson	Lesson 17: Point of View
Reading Street Text	<i>Pearl and Wagner</i> (Book 2.1)
Ready Language	Lesson 17: Compare formal and informal uses of English
Ready Writing	Lesson 5: Writing to Inform: Lab Report (Days 6-10)
Saxon Phonics	Lessons 81 - 85
LRI	Week 19

Standards:

- 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.
- L 2.3a Compare formal and informal uses of English. (Comparing Formal and Informal Uses of English)
- L 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (Using a Dictionary to Check Spelling)
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can use different voices for characters.
- I can tell different ideas characters have.
- I can use what I know about speaking and writing to communicate appropriately with others.

Week 3 (January 22 - January 26)

Ready Reading Lesson	Lesson 18: Explaining How Images Support Text
Reading Street Text	<i>Life Cycle of a Pumpkin</i> (Book 2.2)
Ready Language	Lesson 18: Using Context Clues
Ready Writing	Lesson 5: Writing to Inform: Lab Report (Days 11-15)
Saxon Phonics	Lessons 86 - 90
LRI	Week 20

Standards:

- RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- L 2.4a Use sentence level context as a clue to the meaning of a word or phrase. (Using context Clues)
- L 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (Using a Dictionary to Check Spelling)
- 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).
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

- SL 2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- 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.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can use illustration and text to tell about the setting, characters, and plot of a story.
- I can figure out the meaning of a word by reading words around it.
- I can use new words I've learned.
- I can connect my comments to what others have said.

Week 4 (January 29 - February 2)

Ready Reading Lesson	Lesson 19: Describing How Authors Use Reasons to Support Their Ideas
Reading Street Text	<i>Fire Fighter!</i> (Book 2.2)
Ready Language	Lesson 19: Prefixes
Ready Writing	Lesson 6: Writing an Opinion: Letter (Days 1-5)
Saxon Phonics	Lesson 91 - 95
LRI	Week 21

Standards:

- RI 2.8 Describe how reasons support specific points the author makes in a text.
- L 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (Prefixes)
- L 2.2b Use commas in greetings and closings of letters.
- 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).
- 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 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

- SL 2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- 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.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can explain why the author includes certain details in a text.
- I can figure out the meaning of a word by knowing the meaning of parts of the word.

Week 5 (February 5 - February 9)

Ready Reading Lesson	Lesson 20: Comparing and Contrasting Two Texts
Reading Street Text	<i>Just Like Josh Gibson</i> (Book 2.2)
Ready Language	Lesson 20: Root Words
Ready Writing	Lesson 6: Writing an Opinion: Letter (Days 6-10)
Saxon Phonics	Lessons 96 - 100
LRI	Week 22

Standards:

- RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.
- L 2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (Root words)
- L 2.2b Use commas in greetings and closings of letters.
- 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).
- 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 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL 2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- 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.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can tell which facts are the same or different in two texts on the same subject.
- I can use a known root word to determine the meaning of an unknown word with the same root word.
- I can connect my comments to what others have said.

Week 6 (February 12 - February 16)

Ready Reading Lesson	Lesson 21: Connecting Words and Pictures
Reading Street Text	<i>Dear Juno</i> (Book 2.1)
Ready Language	Lesson 21: Compound Words
Ready Writing	Lesson 6: Writing an Opinion: Letter (Days 6-10)
Saxon Phonics	Lessons 101 - 105
LRI	Week 23

Standards:

- L 2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (Compound words)
- L 2.2b Use commas in greetings and closings of letters.
- 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).
- 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 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- 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.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can use what I know about individual words to predict the meaning of compound words.
- I can ask and answer questions about what a speaker says to help me understand what has been said or to learn more.

Week 7 (February 20 - February 23)

****Short Week, No school 2/19****

Ready Reading Lesson	Lesson 22: Comparing and Contrasting Stories
Reading Street Text	<i>One Good Turn Deserves Another</i> (Book 2.1)
Ready Language	Lesson 22: Using a Dictionary
Ready Writing	Lesson 5: Writing to Inform: Lab Report and Lesson 6: Writing an Opinion: Letter wrap-up and/or review
Saxon Phonics	Lessons 106-110
LRI	Week 24

Standards:

- 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.
- L 2.4e Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (Compound words)
- 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).
- RF 2.3f Recognize and read grade-appropriate irregularly spelled words.
- 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 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- 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.
- SL 2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- 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.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can tell about how stories by different authors or stories from different places are alike and different.
- I can use glossaries, dictionaries or other resources to find the meaning of a word.
- I can read a list of second grade words that cannot be sounded out.

Week 8 (February 26 - March 2)

Ready Reading Lesson	9 Weeks Review
Reading Street Text	9 Weeks Review
Ready Language	9 Weeks Review
Ready Writing	Lesson 5: Writing to Inform: Lab Report and Lesson 6: Writing an Opinion: Letter wrap-up and/or review
Saxon Phonics	Saxon Lesson 111 - 115
LRI	Week 25

Standards:

- 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.
- RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RF 2.3a 2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF 2.3b Know spelling-sound correspondences for additional common vowel teams
- RI 2.8 Describe how reasons support specific points the author makes in a text.
- 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.
- L 2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (Root words)
- L 2.3a Compare formal and informal uses of English. (Comparing Formal and Informal Uses of English)
- RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- L 2.4a Use sentence level context as a clue to the meaning of a word or phrase. (Using context Clues)

- L 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (Prefixes)
- L 2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (Compound words)
- L 2.2b Use commas in greetings and closings of letters.
- L 2.4e Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (Compound words)
- 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).
- 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 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can tell which facts are the same or different in two texts on the same subject.
- I can tell the important details about how a story begins and ends.
- I can tell the difference between long and short vowels when reading regularly spelled one-syllable words.
- I can explain why the author includes certain details in a text.
- I can use what I know about speaking and writing to communicate with others.
- I can tell how pictures help me understand what I read.
- I can figure out the meaning of a word by reading words around it.
- I can figure out the meaning of a word by knowing the meaning of parts of the word.

Week 9 (March 5 - March 9)

Ready Reading Lesson	9 Weeks Testing
Reading Street Text	9 Weeks Testing
Ready Language	9 Weeks Testing
Ready Writing	Lesson 5: Writing to Inform: Lab Report and Lesson 6: Writing an Opinion: Letter wrap-up and/or review
Saxon Phonics	Lessons 116 - 120
LRI	Week 26

Standards:

- 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.
- RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RF 2.3a 2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF 2.3b Know spelling-sound correspondences for additional common vowel teams
- RI 2.8 Describe how reasons support specific points the author makes in a text.
- 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.
- L 2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (Root words)
- L 2.3a Compare formal and informal uses of English. (Comparing Formal and Informal Uses of English)
- RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- L 2.4a Use sentence level context as a clue to the meaning of a word or phrase. (Using context Clues)

- L 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (Prefixes)
- L 2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (Compound words)
- L 2.2b Use commas in greetings and closings of letters.
- L 2.4e Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (Compound words)
- 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).
- 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 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can tell how stories by different authors or stories from different places are alike and different.
- I can use text features to find information quickly.

No School
Spring Break
March 12th - March 16th

Fourth Nine Weeks
(March 20 - May 25)
****Short Week, No school 3/19****

Week 1 (March 20 - March 23)

Ready Reading Lesson	Lesson 7 Review: Recounting Stories
Reading Street Text	<i>The First Tortilla</i> (Book 2.2)
Ready Language	Lesson 23: Using a Glossary
Ready Writing	Informational writing review
Saxon Phonics	Lessons 121 - 125
LRI	Week 27

Standards:

- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RF 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L 2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.(Using a Glossary)
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL 2.1a 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).

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can talk with others using listening and speaking rules.

Week 2 (March 26 - March 29)
****Short Week, No School 3/30****

Ready Reading Lesson	Lesson 8 Review: Determining the Central Message
Reading Street Text	<i>Bad Dog! Dodger!</i> (Book 2.2)
Ready Language	Lesson 24: Real-Life Connections
Ready Writing	Informational writing review
Saxon Phonics	Lessons 126 - 130
LRI	Week 28

Standards:

- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RF 2.3d Decode words with common prefixes and suffixes
- L 2.5a Identify real life connections between words and their use (e.g., describe foods that are spicy or juicy). (Real-Life connections)
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- 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).

- 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.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can read words with common prefixes and suffixes.
- I can connect words with my experiences.

Week 3 (April 3 - April 6)
****Short Week, No School 4/2****

Ready Reading Lesson	Lesson 9 Review: Describing How Characters Act
Reading Street Text	<i>Carl the Complainer</i> (Book 2.2)
Ready Language	Lesson 25: Shades of Meaning
Ready Writing	Narrative Writing Review
Saxon Phonics	Lessons 131 - 135
LRI	Week 30

Standards:

- RL 2.3 Describe how characters in a story respond to major events and challenges.
- L 2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (Shades of Meaning)
- 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.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- 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

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can explain how characters act when things happen in a story.
- I can explain how two words are similar but can have a little bit different meaning.
- I can talk with others using listening and speaking rules.
- I can connect my comments to what others have said.
- I can ask questions if I don't understand.
- I can write about something that happened, what I have seen, or something I remember.
- I can include actions, thoughts, and feelings in my writing.
- I can write a closing statement.

Week 4 (April 9 - April 13)

Ready Reading Lesson	Lesson 6 Review: Asking Questions About Key Details
Reading Street Text	<i>Grace for President</i> (Book 2.2)
Ready Language	Lesson 26: Using Adjectives and Adverbs to Describe
Ready Writing	Narrative Writing Review
Saxon Phonics	Lessons 136 - 140
LRI	Week 31

Standards:

- 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.
- 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). (Using Adjectives and Adverbs to Describe)
- L 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.3 Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can answer questions to show I understand important details in a story.
- I can ask questions to show I understand important details in a story.
- I can figure out the meaning of a word by knowing the meaning of parts of the word.

Week 5 (April 16 - April 20)

Ready Reading Lesson	Lesson 16: Parts of a Story
Reading Street Text	<i>Horace and Morris but Mostly Dolores</i> (Book 2.2)
Ready Language	Language Skills Review
Ready Writing	Narrative Writing Review
Saxon Phonics	Phonics Skills Review
LRI	Week 32

Standards:

- RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2. RF. 3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 2. RF 4b I can read grade level texts with expression
- L 2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- 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.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W 2.8 Recall information from experiences or gather information from provided sources to answer a question.
- 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.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can sound out words I do not know.
- I can read a list of second grade words that cannot be sounded out.
- I can add description or rearrange sentences to create new sentences.

Week 6 (April 23 - April 27)

Ready Reading Lesson	Lesson 3 Review: Describing Connections Between Historical Events
Reading Street Text	<i>Red, White, and Blue: The Story of the American Flag</i> (Book 2.2)
Ready Language	Language Skills Review
Ready Writing	Opinion Writing Review
Saxon Phonics	Phonics Skills Review
LRI	Week 33

Standards:

- RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RF 2.3f Recognize and read grade appropriate irregularly spelled words
- L 2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- 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 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can put events or ideas in order.
- I can explain how events or ideas go together.

Week 7 (April 30 - May 4)

Ready Reading Lesson	Lesson 21 Review: Connecting Words and Pictures
Reading Street Text	<i>A Birthday Basket for Tia</i> (Book 2.2)
Ready Language	Language Skills Review
Ready Writing	Opinion Writing Review
Saxon Phonics	Phonics Skills Review
LRI	Week 34

Standards:

- 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.
- RF 2.3b Recognize and read grade appropriate irregularly spelled words
- RF 2.3c Decode regularly spelled two-syllable words with long vowels.
- L 2.4a Use sentence-level context as a clue to the meaning of a word or phrase
- 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 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W 2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

Week 8 (May 7 - May 11)

Ready Reading Lesson	Reading Skills Review
Reading Street Text	Reading Skills Review
Ready Language	Language Skills Review
Ready Writing	Review of Writing Skills and Strategies
Saxon Phonics	Phonics Skills Review
LRI	Week 35

Standards:

- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL 2.3 Describe how characters in a story respond to major events and challenges.
- 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.
- 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). (Using Adjectives and Adverbs to Describe)
- L 2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (Shades of Meaning)
- L 2.5a Identify real life connections between words and their use (e.g., describe foods that are spicy or juicy). (Real-Life connections)
- RF 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RF 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF 2.3c Decode regularly spelled two-syllable words with long vowels.
- RF 2.3d Decode words with common prefixes and suffixes.
- L 2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.(Using

a Glossary)

- L 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- 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). (Using Adjectives and Adverbs to Describe)
- L 2.2c Use an apostrophe to form contractions and frequently occurring possessives
- SL 2.1a 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).
- 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.
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.1 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.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

Week 9 (May 14 - May 18)

Ready Reading Lesson	9 Weeks Review
Reading Street Text	9 Weeks Review
Ready Language	Language Skills Review
Ready Writing	NO WRITING LESSONS THIS WEEK
Saxon Phonics	Phonics Skills Review
LRI	Lessons Review

Standards:

- RL 2.3 Describe how characters in a story respond to major events and challenges.
- 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.
- 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). (Using Adjectives and Adverbs to Describe)
- L 2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (Shades of Meaning)
- L 2.5a Identify real life connections between words and their use (e.g., describe foods that are spicy or juicy). (Real-Life connections)
- RF 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RF 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.3c Decode regularly spelled two-syllable words with long vowels.
- RF 2.3d Decode words with common prefixes and suffixes.
- L 2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.(Using a Glossary)

- L 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- 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). (Using Adjectives and Adverbs to Describe)
- L 2.2c Use an apostrophe to form contractions and frequently occurring possessives
- SL 2.1a 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).
- 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.
- W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W 2.1 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.
- RL 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

I Can Statements: (New Standards Only – Others may be referenced in 1st semester pacing guide.)

- I can read and understand stories at my grade level.

Week 10 (May 21 - May 25)

Ready Reading Lesson	9 Weeks Testing
Reading Street Text	9 Weeks Testing
Ready Language	Language Skills Review
Ready Writing	NO WRITING LESSONS THIS WEEK
Saxon Phonics	NO PHONICS LESSONS THIS WEEK
LRI	Lessons Review

Standards:

- RL 2.3 Describe how characters in a story respond to major events and challenges.
- 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 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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). (Using Adjectives and Adverbs to Describe)
- L 2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (Shades of Meaning)
- L 2.5a Identify real life connections between words and their use (e.g., describe foods that are spicy or juicy). (Real-Life connections)
- RF 2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RF 2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF 2.3c Decode regularly spelled two-syllable words with long vowels.
- RF 2.3d Decode words with common prefixes and suffixes.

- L 2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.(Using a Glossary)
- L 2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g.,happy/unhappy, tell/retell).
- 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). (Using Adjectives and Adverbs to Describe)
- L 2.2c Use an apostrophe to form contractions and frequently occurring possessives

I Can Statements: