

## 1st Nine Weeks

Topic	Eligible Content/Standards	Details/objectives	Resources
<b>Unit 1&amp;2</b> <b>Friendship/Community</b>  <b>FOUNDATIONAL SKILLS</b>	1.1.2.D	Know and apply grade level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.               <ul style="list-style-type: none"> <li>Short vowels</li> <li>Long vowels (a, ai, ay, e, ee, ea, i, ight, o, oa, ow, y, oo, u)</li> <li>Consonant clusters</li> </ul> </li> <li>Read grade level high frequency sight words and words with inconsistent, but common spelling sound correspondences.</li> <li>Read grade appropriate irregularly spelled words.</li> </ul>	
<b>READING LITERATURE</b>	1.3.2.A	Recount stories and determine their central message, lesson, or moral.	
	1.3.2.B	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in the text.	
	1.3.2.C	Describe how characters in a story respond to major events and challenges.	
	1.3.2.E	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
	1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	
<b>SPEAKING AND LISTENING</b>	1.5.2.D	Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.	

WRITING	1.5.2.E	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
		Participate in collaborative conversations with peers and adults in small and larger groups.	
	1.5.2.A		
		Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	
	1.5.2. F		
		Write narratives to develop real or imagined experiences or events.	
	1.4.2.M	Establish a situation and introduce a narrator and/or characters.	
	1.4.2.N	Include thoughts and feelings to describe experience and events to show the response of characters to situations.	
	1.4.2.O	Organize a short sequence of events using temporal words to signal event order; provide a sense of closure	
	1.4.2.P	Choose words and phrases for effect	
	1.4.2.Q	Demonstrates proper English conventions	
	1.4.2.R	<ul style="list-style-type: none"> <li>○ capitalize proper nouns</li> <li>○ use commas and apostrophes appropriately</li> <li>○ spell words drawing on common spelling patterns</li> <li>○ consult reference materials as needed</li> <li>○ complete sentences</li> <li>○ subjects/predicates</li> <li>○ paragraph writing</li> <li>○ statement, questions, commands, exclamations</li> <li>○ nouns (proper, singular/plural, plurals and change spelling, possessives)</li> <li>○ pronouns (one/more than one, I/me, different kinds)</li> <li>○ quotation marks</li> </ul>	
		With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
		Write routinely over extended time frames and shorter time frames for a range of	

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	1.4.2.T	discipline-specific tasks, purposes, and audiences.	
	1.4.2.X		

## 2nd Nine Weeks

Topic	Eligible Content/Standards	Details/objectives	Resources
<b>Unit 3 &amp; 4</b> <b>Family/traditions</b>  <b>FOUNDATIONAL SKILLS</b>	1.1.2.D	Know and apply grade level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> <li>• Spelling               <ul style="list-style-type: none"> <li>○ H brothers</li> <li>○ Bossy R (or/ar, er/ir/ur)</li> <li>○ au, aw</li> <li>○ ou, ow</li> <li>○ ew, ue</li> </ul> </li> <li>• Read grade level high frequency sight words and words with inconsistent, but common spelling sound correspondences.</li> <li>• Read grade appropriate irregularly spelled words.</li> </ul>	
	1.1.2.E	Read with accuracy and fluency to support comprehension <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	
<b>READING LITERATURE</b>	1.3.2.A	Recount stories and determine their central message, lesson, or moral.	
	1.3.2.B	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in the text.	
	1.3.2.D	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
	1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	

<b>SPEAKING AND LISTENING</b>	1.3.2.H	Compare and contrast two or more versions of the same story by different authors or from different culture.	
		Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	
	1.3.2.I	Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.	
	1.3.2.J	Read and comprehend literature on grade level, reading independently and proficiently.	
	1.3.2.K		
<b>WRITING</b>		Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
	1.5.2.B	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.	
	1.5.2.C	Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.	
	1.5.2.D	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
	1.5.2. E	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	
	1.5.2.F	Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	
	1.5.2.G	Write opinion pieces on familiar topics or texts.  Identify the topic and state an opinion.	

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	1.4.2.G	Support the opinion with reasons that include details connected to the opinion.	
	1.4.2.H	Create an organizational structure that includes reasons and includes a concluding statement.	
	1.4.2.I	Use a variety of words and phrases to appeal to the audience.	
	1.4.2.J	Demonstrates proper English conventions	
	1.4.2.K	<ul style="list-style-type: none"> <li>○ capitalize proper nouns</li> <li>○ use commas and apostrophes appropriately</li> <li>○ spell words drawing on common spelling patterns</li> <li>○ consult reference materials as needed</li> <li>○ complete sentences</li> <li>○ subjects/predicates</li> <li>○ paragraph writing</li> <li>○ statement, questions, commands, exclamations</li> <li>○ verbs ( with singular and plural nouns, past/present/future, endings s and ed, is/are, was/were/am</li> </ul>	
	1.4.2.L	<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	
	1.4.2.T		
	1.4.2.X		

## 3rd Nine Weeks

Topic	Eligible Content/Standards	Details/objectives	Resources
Unit 5, 6, 7 Animals, Space, biographies  <b>FOUNDATIONAL SKILLS</b>	1.1.2.D	Know and apply grade level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> <li>Spelling               <ul style="list-style-type: none"> <li>oi/oy</li> <li>Adding endings</li> <li>le endings</li> <li>est/er endings</li> <li>ly and er endings</li> <li>prefixes</li> <li>prefixes</li> </ul> </li> <li>Read grade level high frequency sight words and words with inconsistent, but common spelling sound correspondences.</li> <li>Read grade appropriate irregularly spelled words.</li> </ul>	
	1.1.2.E	Read with accuracy and fluency to support comprehension <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	
<b>READING informational text</b>	1.2.2.A	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.  Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in the text.	

SPEAKING AND LISTENING	1.2.2.B	Describe the connection between a series of events, concepts, or steps in a procedure within a text.	
		Use various text features and search tools to locate key facts or information in a text efficiently.	
	123.2.C		
	1.2.2.E	Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.	
		Explain how graphic representations contribute to and clarify a text.	
	1.2.2.F	Describe how reasons support specific points the author makes in a text.	
	1.2.2.G	Compare and contrast the most important points presented by two texts on the same topics.	
	1.2.2.H		
	1.2.2.I	Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.	
	1.2.2.J	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	
	1.2.2.K	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	
		Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
	1.2.2.L	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.	
	1.5.2.B	Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.	



WRITING	1.5.2.C	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
	1.5.2.D	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	
	1.5.2. E	Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	
	1.5.2.F	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
	1.5.2.G	Identify and introduce the topic.	
		Develop the topic with facts and/or definitions.	
	1.4.2.A	Group information and provide a concluding statement or section.	
	1.4.2.B	Choose words and phrases for effect.	
	1.4.2.C	Demonstrates proper English conventions	
	1.4.2.D	<ul style="list-style-type: none"> <li>○ capitalize proper nouns</li> <li>○ use commas and apostrophes appropriately</li> <li>○ spell words drawing on common spelling patterns</li> <li>○ consult reference materials as needed</li> <li>○ complete sentences</li> <li>○ paragraph writing</li> <li>○ statement, questions, commands, exclamations</li> <li>○ adjectives (senses, number/size/shape, comparing)</li> <li>○ adverbs (when/where, how, ly)</li> </ul>	
		With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
		Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	

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	1.4.2.T		
	1.4.2.X		

## 4th Nine Weeks

Topic	Eligible Content/Standards	Details/objectives	Resources
Unit 8 THE great outdoors  <b>FOUNDATIONAL SKILLS</b>	1.1.2.D	Know and apply grade level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> <li>• Spelling               <ul style="list-style-type: none"> <li>○ compound words</li> <li>○ contractions</li> <li>○ silent letters</li> <li>○ gh, ph, ff</li> </ul> </li> <li>• Read grade level high frequency sight words and words with inconsistent, but common spelling sound correspondences.</li> <li>• Read grade appropriate irregularly spelled words.</li> </ul>	
	1.1.2.E	Read with accuracy and fluency to support comprehension <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	
	1.3.2.F	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	
<b>READING literature</b>		Recount or describe key ideas or details from a text read aloud or information	

<b>SPEAKING AND LISTENING</b>		presented orally or through other media.	
	1.5.2.B	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.	
	1.5.2.C	Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.	
	1.5.2.D	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
	1.5.2.E	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	
	1.5.2.F	Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	
<b>WRITING</b>	1.5.2.G		
		Write narratives to develop real or imagined experiences or events.	
	1.4.2.M	Establish a situation and introduce a narrator and/or characters.	
	1.4.2.N	Include thoughts and feelings to describe experience and events to show the response of characters to situations.	
	1.4.2.O	Organize a short sequence of events using temporal words to signal event order; provide a sense of closure	
	1.4.2.P	Choose words and phrases for effect	
	1.4.2.Q	Demonstrates proper English conventions	
	1.4.2.R	<ul style="list-style-type: none"> <li>○ capitalize proper nouns</li> <li>○ use commas and apostrophes appropriately</li> <li>○ spell words drawing on common spelling patterns</li> <li>○ consult reference materials as needed</li> <li>○ complete sentences</li> </ul>	

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	1.4.2.T	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
	1.4.2.X	Write routinely over extended time frames and shorter time frames for	