



English/Language Arts Pacing Document 2022-2023

Content Area	ELA	Grade Level	Second Grade
Term One: August 8 - October 11, 2023			
Instructional Days Module/Unit Title	MS College and Career Readiness Standards	Instructional Resources	Assessment Resources
Aug. 8-10 Instructional Days 3		Summer Reading Title-Regular Ed. Me & Mama by Cozbi A. Cabera Summer Reading Titles-APAC and IB My Name is Yoon by Helen Recorvits	
Module 0 Essential Question: How does reading help us learn? Aug 11 -Aug 18 Lessons 1-6 Module 0 may be skipped if your students have had W&W before and are familiar with the routines. These days can become flex days.	Literature 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. +RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. *RL.2.10 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. Lexile Range 450-790	The Wit & Wisdom Implementation Guide <ul style="list-style-type: none"> • Instructional Routines • Explanations of the Learning Design • Glossary of Terminology The Moving Forward with Wit & Wisdom User Guide <ul style="list-style-type: none"> • Information on Strategic Preparation • Self-Study PD Wit and Wisdom Preparation Protocols <ul style="list-style-type: none"> • Module Study Protocol • Focusing Question Arc Study Protocol • Lesson Study Protocol Family Tip Sheet M1	Each lesson has Daily Checks for Understanding (CFU) Assign Major Assessments using In Sync Affirm or PDFs of Major Assessments listed below for each Focusing Question Arc Use this link for PDFs of Question Sets listed below for each Focusing Question Arc
Module 1 A Season of Change Essential Question: How does change impact people and nature? Aug. 19-23 Focusing Question 1 Lessons 1-3	Informational Text 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.		What changes in “Weather”?



English/Language Arts Pacing Document 2022-2023

<p>Aug 24-Aug. 31 Focusing Question 2 Lessons: 4-9</p>	<p>+RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. *RI.2.10 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. Lexile Range 450-790</p>	<p>Digital resources to support Fluency Homework and/or Independent Center Work (created by JPS teachers)</p> <p>MDE Scaffolding Documents</p> <p>MDE Instructional Planning Guides</p>	<p>How do changes in fall weather impact people and nature? Question Set 1 (RI. 2.1, 2.4, & 2.2) Question Set 2 (RI. 2.1, 2.4, & 2.2) Pre-Focusing Question -no handout and not in Affirm Socratic Seminar (SL.2.1, 2.2, & 2.6)</p>
<p>Sept. 1-9 Focusing Question 3 Lessons: 10-14 Flex Days: 1</p>	<p>Language Standards: L.2.1. e Use adjectives and adverbs and choose between them depending on what is to be modified. L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>Strategies for Supporting Struggling Readers -Achieve the Core</p> <p>Research Recap: Why the Early Reading Accelerators</p> <p>Priority Instructional Content in ELA/Literacy and Mathematics from Student Achievement Partners</p>	<p>Focusing Question 3: How does the Little Yellow Leaf change? Question Set 3 (RL.2.4, 2.1, & 2.1) Focusing Question Task 1 (RL.2.2, W.2.2, L.2.1e, L.2.1f) Question Set 4 (RL.2.4, 2.5, 2.2)</p>
<p>Sept. 12-19 Focusing Question 4 Lessons: 15-19 Flex Days: 1</p>	<p>Writing Standards: 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.</p>		<p>Focusing Question 4: How does the chameleon change? New Read Assessment 1 (RL.2.1, 2.2 & W.2.2) Question Set 5 (RL.2.4, L.2.4a, RL.2.2, & 2.1) Focusing Questions Task 2 (RL.2.2, W.2.2, L.2.1f) Socratic Seminar (SL.2.1, 2.2, & 2.6)</p>
<p>Sept 20-27 Focusing Question 5 Lessons: 20-24 Flex Days: 1</p>	<p>*W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening Standards: *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.</p>		<p>Focusing Question 5: How does weather impact leaves in fall? New Read Assessment 2 (RI.2.1) Question Set 6 (RI.2.4, L.2.4a, RI.2.1& 2.2) Question Set 7 (RI.2.4, 2.1 & 2.2) Question Set 8 (RI.2.4k 2.1, & 2.2) Lesson 24: Focusing Question Task 3</p>



English/Language Arts Pacing Document 2022-2023

	<p>*SL.2.1. a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>*SL.2.1. b Build on others' talk in conversations by linking their comments to the remarks of others.</p>		(RI.2.2, W.2.2, L.2.1e, L.2.1f)
<p>Sept 28-Oct. 5 Focusing Question 6 Lessons: 25-29 Flex Days: 1</p>			<p>Focusing Question 6: How does Sky Tree show the cycle of seasons? Question Set 9 (RI.2.4, L.2.4a, RI.2.4, & 2.1) Question Set 10 (RI.2.4, 2.1, & 2.2) Focusing Question Task 4 (RL.2.2, RL.2.5, W.2.2, W.2.8, L.2.1)</p>
<p>Oct. 6-11 Essential Question Lessons: 30-32 Flex Days: 1</p>			<p>Focusing Question 7 Essential Question: How does change impact people and nature? Vocabulary Assessment 1 (L.2.6) End of Module Task (RI.2.2, RL.2.2, W.2.2, W.2.5, W.2.8, L.2) Vocabulary Assessment 2 (L2.6)</p>
	Academic Vocabulary		
RL.2.1	prior knowledge, schema, think aloud, infer, inferential, question, visualize, read closely, reread, use text features, draw or write thinking		
RL.2.2	synthesize, mental images, background knowledge, recount, retell, fables, folktales, central message, lesson, moral, recount		
RL.2.5	beginning, middle, ending, character, setting, major events, describe, plot, narrative, and structure.		
RI.2.1	texts, predictions, inferences, literally, multi-paragraph selections, background knowledge, draw conclusions, text features, main idea, key details, question stems		
RI.2.7	images, clarify meaning, graphic images, print and digital formats, determine importance, prior knowledge, ask and answer questions		
Module Topic Specific	change, flick, knowledge, cooler, migrate, camouflage, chameleon, chlorophyll, disappear, palette		



English/Language Arts Pacing Document 2022-2023

Module High Priority-Cross Discipline	change, contents, direct, glossary, inform, journal, migrate, observe, occasion, shape, store, riot, resolution, evidence, soar, absorb, changing, open, separate, survive, usual, pigment, drift, flutter, huddle		
Module Text Critical	galosh, slosh, rumble, bumbershoot, clatter, celebrate, cooler, migrate, ripe, store, clung, lone, riot, bare, heaps, scarlet, flurried, flocks, soar, remain, chlorophyll, streaming, hurrying, cycle		
District Term 1 Benchmark Assessment October 3-11			
Term Two: October 12 – December 21, 2022			
Instructional Days Module/Unit Title	MS College and Career Readiness Standards	Instructional Resources	Assessment Resources
Module 2 The American West Essential Question: What was life like in the West for early Americans?	Literature 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.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. *RL.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.	Family Tip Sheet M2	Each lesson has Daily Checks for Understanding (CFU) Assign Major Assessments using In Sync Affirm or PDFs of Major Assessments listed below for each Focusing Question Arc Use this link for PDFs of Question Sets listed below for each Focusing Question Arc
Oct. 12-20 Focusing Question 1 Lessons: 1-5 Flex Days: 2	Informational Text Standards: *RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. *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.		Focusing Question 1: How did the actions of American Indians and early Americans impact the prairie in the American West? Question Set 1 (RI.2.4, L.2.4.a, (RI.2.1) Focusing Question Task 1 (RI.2.3, RI.2.1, W.2.2, W.2.8) Question Set 2 (RI.2.4, RI.2.1)
Oct. 25-Nov. 2 Focusing Question 2 Lessons: 6-10 Flex days: 2	Lexile Range 450-790		Focusing Question 2: What was life like for Plains Indians in the early American West? Question Set 3 (RI.2.4, RI.2.2) Focusing Question Task 2(RI.2.4, RI.2.5, W.2.2, W.2.8)



English/Language Arts Pacing Document 2022-2023

	<p>Language Standards: L.2.1a Use collective nouns (e.g., group). L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.2a Capitalize holidays, product names, and geographic names.</p>		<p>Socratic Seminar (SL.2.1.a, SL.2.1.b, SL.2.5, RI.2.2)</p>
<p>Nov. 3-11 Focusing Question 3 Lessons: 11-15 Flex Days: 2</p>	<p>*+L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase. *+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.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>		<p>Focusing Question 3: What was life like for pioneers in the early American West? New-Read Assessment 1 (RI.2.4, RL.2.3) Lesson 12: Question Set 4 (L.2.4.a, RL.2.1, RL.2.3) Question Set 5 (L.2.4.a, RL.2.4, RL.2.3) Focusing Question Task 3 (RL.2.1, RL.2.2, RL.2.3, W.2.2, W.2.8)</p>
<p>Nov. 14-18 Focusing Question 4 Lessons: 16-19 Flex Days: 1</p>	<p>Writing Standards: 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.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>		<p>Focusing Question 4: What life lesson can we learn from the story of Bluebonnet? Question Set 6 (L.2.4.a RL.2.1, RL.2.3) Question Set 7 (L.2.4.a, L.2.4.a, RL.2.1, RL.2.3) Focusing Question Task 4 (RL.2.2, RL.2.3, W.2.2, W.2.8)</p>
<p>Nov. 28-Dec. 6 Focusing Question 5 Lessons: 20-25 Flex Days: 1</p>			<p>Focusing Question 5: What life lesson can we learn from the story of Johnny Applesseed? Focusing Question Task 5 (RL.2.2, W.2.2, W.2.8) New Read Assessment 2 (RL.2.2, RL.2.3)</p>



English/Language Arts Pacing Document 2022-2023

<p>Dec. 7-16 Focusing Question 6 Lessons 26-32 Flex Days 1</p>	<p>Speaking and Listening Standards: 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. 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.</p>		<p>Focusing Question 6: How do different authors tell the story of John Henry’s life? Question Set 8 (RL.1, RL.2.2, RL.2.4. a) Question Set 9 (RL.2.1, RL. 2.4, RL.2.9) Question Set 10 (RL.2.1, RL.2.4, RL.2.9) Focusing Question Task 6 (RL.2.9, W.2.2, W.2.8) Vocabulary Assessment 1 (L.2.6) Vocabulary Assessment 2 (L.2.6) Socratic Seminar (SL.2.1. a, SL.2.1. b, SL.2.5, RI.2.9)</p>
<p>Dec. 19-Dec. 21 Essential Question Lessons: 33-35 Flex Days: 0</p>			<p>Focusing Question 7 Essential Question: What was life like in the West for early Americans? End-of-Module Task (RI.2.2, RL.2.2, W.2.2, W.2.5, W.2.8)</p>
Academic Vocabulary			
	RL.2.2	synthesize, mental images, background knowledge, recount, retell, fables, folktales, central message, lesson, moral, recount	
	RL.2.3	characters, describe, major events, challenges, draw conclusions, analyze, think critically	
	RL.2.9	compare, contrast, similarities, differences, diverse, perspectives, adventures, experiences, characters, story elements, feelings, actions, thoughts	
	RI.2.4	dictionaries, glossaries, drop-down menus, words and phrases, strategies, context, affixes, root words, literal, nonliteral, figurative language, text features, clarify, background knowledge, mental images, transition words	
Module Topic Specific	bison, buffalo, government, plains, prairie, settlers, nomadic, plain, reservation, tribe, pioneer, famine, forgiveness, legend, possession, valued, frontier, exaggerate, tall tale, untamed, legend		
Module High Priority-Cross Discipline	government, herd, impact, roam, settlers, tough, withered, nomadic, plain, reservation, tribe, challenge, response, train, background, foreground, middle ground, cease, forgiveness, legend, possession, sacrifice, thrust, valued, orchard, shelter, untamed, legend, mumble, murmur		
Module Text Critical	bison, buffalo, government, herd, plains, prairie, roam, settlers, tough, withered, wobble, nomadic, plain, reservation, tipi, tribe, pioneer, tragedy, cease, distant, famine, possession, sacrifice, valued, frontier, befriended, orchard, shelter, tall tale, untamed, wilderness, murmur, riverboat		
District First Semester Benchmark Assessment December 13-21			



English/Language Arts Pacing Document 2022-2023

Term Three: January 5– March 20, 2023			
Instructional Days Module/Unit Title	MS College and Career Readiness Standards	Instructional Resources	Assessment Resources
Module 3 Civil Rights Heroes Essential Question: How can people respond to injustice?	Literature Standards: * RL.2.4 Describe how words and phrases (e.g. beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 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. * 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.	Family Tip Sheet M3	Each lesson has Daily Checks for Understanding (CFU) Assign Major Assessments using In Sync Affirm or PDFs of Major Assessments listed below for each Focusing Question Arc Use this link for PDFs of Question Sets listed below for each Focusing Question Arc
Jan. 5-13 Focusing Question 1 Lessons: 1-6 Flex Days: 1	Informational Text Standards: RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. * RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.		Focusing Question 1: What injustices did people face before the Civil Rights Act of 1964? Focusing Question Task 1 (RI.2.1, W.2.2, W.2.8) Question Set 2 (RI.2.4, L.2.4.a, RI.2.2, RI.2.7)
Jan. 17-27 Focusing Question 2 Lessons: 7-13 Flex Days: 2	* 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. Lexile Range 450-790		Focusing Question 2: What was Martin Luther King Jr.’s dream for the world? Questions Set 3 (RI.2.4, RI.2.2, RI.2.7) Focusing Question Task 2 (RI.2.1, W.2.2, W.2.8) Question Set 4 (RI.2.4, RI.2.2, RI.2.7) Socratic Seminar (SL.2.1.c, SL.2.3, SL.2.6, RI.2.1)



English/Language Arts Pacing Document 2022-2023

<p>Jan. 30-Feb. 7 Focusing Question 3 Lessons: 14-18 Flex Days: 2</p>	<p>Language Standards: L.2.1.e Use adjectives and adverbs and choose between them depending on what is to be modified. L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). *+L.2.4. d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). *L.2.5. b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>Writing Standards: 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.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening Standards: *SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. 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.</p>		<p>Focusing Question 3: How did Ruby Bridges respond to injustice? New Read Assessment 1 (RI.2.7) Question Set 5 (RI.2.4, RI.2.1, RI.2.7) Focusing Question Task 3 (RL.2.3, W.2.3, W.2.8, L.2.1.e) Question Set 6 (RI.2.1, RI.2.2, RI.2.1) New Read Assessment 2 (RL.2.4)</p>
<p>Feb. 8-16 Focusing Question 4 Lessons: 19-23 Flex Days: 2</p>			<p>Focusing Question 4: How did Ruby Bridges respond to injustice? Questions Set 7 (L.2.4.a, RL.2.3, RL.2.6) Focusing Question Task 4 (RL.2.3, W.2.3, W.2.8, L.2.1.f) Question Set 8 (RL.2.4, L.2.4.a, RL.2.1, RL.2.6)</p>
<p>Feb. 17-Mar.2 Focusing Question 5 Lessons: 24-29 Flex Days: 2</p>			<p>Focusing Question 5: How did the Mendez family respond to injustice? Question Set 9 (RL.2., RL2.4, RL.2.6) Question Set 10 (RL.2.4, RL.2.3, RL.2.6) Focusing Question Task 5 (RL.2.3, W.2.3, W.2.8) New Read Assessment 4 (RI.2.9)</p>
<p>Mar. 3-11 Essential Question Lessons: 30-34 Flex Days: 2 (1 after SB)</p>			<p>Focusing Question 6 Essential Question: How can people respond to injustice? End of Module Task (RL.2.3, W.2.3, W.2.5, W.2.8) Socratic Seminar (SL.2.1.c, SL.2.3, SL.2.6, RI.2.1) Vocabulary Assessment 1 (L.2.6) Vocabulary Assessment 2 (L.2.6)</p>



English/Language Arts Pacing Document 2022-2023

Academic Vocabulary			
RL.2.4	word choice, words and phrases, regular beats, alliteration, rhymes, repeated lines		
RL.2.6	point of view, characters, dialogue, voice, speaker, narrative, background knowledge, determine importance, synthesize		
RI.2.7	images, clarify meaning, graphic images, print and digital formats, determine importance, prior knowledge, ask and answer questions		
RI.2.9	compare, contrast, important points, informational texts, similarities, differences, patterns, connections, determine importance		
Module Topic Specific	march, Civil Rights, segregation, integration, equally, equality, speech, nation, freedom, courtroom		
Module High Priority-Cross Discipline	march, protest, refuse, segregation, integration, equally, demand, response, impact, speech, mighty, point of view, peacefully, states, nation, freedom, hope, dream, faith, liberty, transform, narrative, explode, moment, order, hopeful, anxious, frightened, strong, terrible, confident, irritated, reject, improve, convince		
Module Text Critical	injustice, march, refuse, Civil Rights, law, segregation, equally, demand, nation, freedom, hope, dream, faith, liberty, transform, order, anxious, frightened, strong, terrible, confident, irritated, inferior, superior, courtroom, reject, improve, convince		
District Final Benchmark Assessment			
March 2-10			
Term Four: March 21 – May 25, 2023			
Instructional Days Module/Unit Title	MS College and Career Readiness Standards	Instructional Resources	Assessment Resources
Module 4 Good Eating Essential Question: How does food nourish us?	Reading Literature 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. *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. Lexile 450-790 Informational Text Standards:	Family Tip Sheet M4	Each lesson has Daily Checks for Understanding (CFU) Assign Major Assessments using In Sync Affirm or PDFs of Major Assessments listed below for each Focusing Question Arc Use this link for PDFs of Question Sets listed below for each Focusing Question Arc
Mar. 21-Apr. 3 Focusing Question 1 Lessons: 1-8 Flex Days: 2	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic		Focusing Question 1: How can food nourish my body? Question Set 1 (RI.2.4, RI.2.3, RI.2.5) Question Set 2 (RI.2.1, RI.2.3, RI.2.5) Focusing Question Task 1 (RI.2.1, W.2.2, W.2.7, W.2.8, L.2.2.c)



English/Language Arts Pacing Document 2022-2023

<p>Apr. 4-19 Focusing Question 2 Lessons: 9-16 Flex Days: 2</p>	<p>menus, icons) to locate key facts or information in a text efficiently. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.8 Describe how reasons support specific points the author makes in a text. *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. Lexile Range 450-790</p>		<p>Focusing Question 2: How can food nourish a community? Question Set 3 (RL.2.4, RL.2.7, RL.2.6) Question Set 4 (RL.2.4, RL.2.7, RL.2.3) Focusing Question Task 2 (RL.2.1, W.2.1, W.2.8) New Read Assessment 1 (RL.2.1, RL.2.7, W.10) Question Set (RL.2.4, RL.2.7, RL.2.1) Socratic Seminar (SL.2.2, L.2.3a, L.2.1c)</p>
<p>Apr. 20-28 Focusing Question 3 Lessons: 17-21 Flex Days: 2</p>	<p>Language Standards: L2.1.c Use reflexive pronouns (e.g., myself, ourselves). L.2.2.b Use commas in greetings and closings of letters. L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		<p>Focusing Question 3: Where does nourishing food come from? Question Set 5 (RI.2.5, RI.2.7, RI.2.3) Question Set 6 (RI.2.4, RI.2.3, RI.2.2) Focusing Question Task 3 (RI.2.1, RI.2.3, W.2.2, W.2.8, L.2.2.c) New Read Assessment 2 (RI.2.5, L.2.4e, L.2.5a)</p>
<p>May 1-10 Focusing Question 4 Lessons: 22-27 Flex Days: 2</p>	<p>L.2.3.a Compare formal and informal uses of English. *L.2.4. e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. *L.2.5. a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>		<p>Focusing Question 4: How can I choose nourishing foods? Focusing Question Task 4 (RI.2.1, W.2.1, W.2.7, W.2.8, L.2.2.d, L.2.2.e) New Read Assessment 3 (RI.2.1, RI.2.3, W.10)</p>
<p>May 11-19 Essential Question Lessons: 28-32 Flex Days: 2</p>	<p>+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).</p>		<p>Focusing Question 5 Essential Question: How does food nourish us? New Read Assessment 4 (RI.2.6, RI.2.8) End of Module Task (RI.2.1, W.2.1, W.2.7, W.2.8) Socratic Seminar (SL.2.1, SL.2.2, SL.2.4, L.2.3a)</p>



English/Language Arts Pacing Document 2022-2023

<p>May 22-24 Focusing Question 6 Lessons: 33 Flex Days: 2</p>	<p>Writing Standards: 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.2.7 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.</p> <p>Speaking and Listening Standards: SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>		<p>Focusing Question 6: What is the story of the year?</p>
Academic Vocabulary			
RI.2.7	illustrations, details, describe, story elements, characters, setting, problem, solution, plot, visual images, predictions, inferences, draw conclusions, events		
RI.2.3	connection, historical events, scientific ideas, technical steps, text structure, text feature, literary nonfiction, nonfiction, expository, transition words		
RI.2.5	text features, informational text, text structure, determine importance		
RI.2.6	purpose of type of text, author, answer, explain, describe, organizational structure, author’s purpose, word choice, graphic representations, draw conclusions, make generalizations, infer, determine importance, use background knowledge, synthesize information, question the text, create visual images		
RI.2.8	author, support, details, points, relevant, irrelevant, reasons, examples		
Module Topic Specific	digest, digestive, starches, esophagus, mucus, gastric, stomach, small intestine, mouth, large intestine, rectum, bacteria, saliva, root, tuber, seed, plow, fertilizer, harvested, nutrients, vitamin, mineral		
Module High Priority-Cross Discipline	digest, system, nourish, glossary, index, table of content, headings, subheadings, captions, absorb, belch, community, ragged, trudged, hobbled, hurried, sped, rushed, cooperate, gather, cram, miracle, impossible, benefit, process, nourishing, harvested, energy, signal		



English/Language Arts Pacing Document 2022-2023

Module Text Critical	digest, system, digestive, starches, esophagus, absorb, stomach, small intestine, mouth, large intestine, rectum, belch, ragged, cooperate, cram, miracle, impossible, root, tuber, seed, plow, fertilizer, harvested, nutrients, vitamin, mineral, energy, signal
End-of-Year Assessments	