

# Brandon Valley School District

## ELA

### Scope and Sequence

#### Grade: 2

#### Quarter 1

Scope and Sequence begins the first week of school.

“Buffer Weeks” will be time used for finishing work, review and enrichment. Buffer weeks are scheduled according to the school calendar (weeks with 3 or less days and around holidays).

Timeline (month/days)	Standard(s)
Week 1	<b>BUFFER WEEK - Arthur Activities</b>
Week 2	<b>UNIT 1</b> <b>Our Changing World- The Twin Club</b> <b>2.RL.3</b> Describe how characters in a story respond to major events and challenges. <b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (f) <b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. <b>2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c) <b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (a, f) <b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b) <b>2.W.8</b> Respond in writing to a question (tested weekly) <b>2.W.10</b> Write routinely over extended periods of time. (weekly) <b>2.RI.10</b> By the end of the 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. (weekly)
Week 3	<b>Our Changing World- Exploring Space with an Astronaut</b> <b>2.RI.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>2.RI.9</b> Compare and contrast the main ideas presented by the two texts on the same topic. <b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (a,c,f) <b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b) <b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (f) <b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a) <b>2.W.2</b> Write informative/explanatory texts that: a. introduce a topic. b. use facts and definitions to develop points. c. use grade level appropriate linking words and phrases to connect ideas. d. provide a concluding statement or section. <b>2.W.7</b> Participate in shared research and writing projects. <b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text

Week 4	<p><b>Our Changing World- Henry and Mudge and the Starry Night</b></p> <p><b>2.RL.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (f)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p><b>2.W.3</b> Write narratives</p> <p><b>2.W.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (f)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults.</p>
Week 5	<p><b>Our Changing World- A Walk in the Desert</b></p> <p><b>2.RI.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text</p> <p><b>2.RI.9</b> Compare and contrast the main ideas presented by the two texts on the same topic.</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (e, f)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.W.2</b> Write informative/explanatory texts that: a. introduce a topic. b. use facts and definitions to develop points. c. use grade level appropriate linking words and phrases to connect ideas. d. provide a concluding statement or section.</p> <p><b>2.W.7</b> Participate in shared research and writing projects.</p> <p><b>2.W.6</b> With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (f)</p> <p><b>2.SL.4</b> Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.</p>
Week 6	<p><b>Our Changing World- The Strongest One</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.6</b> Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (f)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (f)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.W.3</b> Write narratives</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a)</p>

	<b>2.SL.5</b> Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.
Week 7	<b>UNIT 2</b> <b>Working Together- Tara and Tiree, Fearless Friends</b> <b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>2.RL.3</b> Describe how characters in a story respond to major events and challenges. <b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.(a, f) <b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b) <b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c) <b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) <b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>2.SL.2</b> Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
Week 8	<b>Working Together- Abraham Lincoln</b> <b>2.RI.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <b>2.RI.5</b> Know and use various text features to locate key facts or information in a text efficiently. <b>2.RI.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text <b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (f) <b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b) <b>2.W.2</b> Write informative/explanatory texts that: a. introduce a topic. b. use facts and definitions to develop points. c. use grade level appropriate linking words and phrases to connect ideas. d. provide a concluding statement or section <b>2.W.7</b> Participate in shared research and writing projects. <b>2.W.6</b> With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively <b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a, c) <b>2.SL.2</b> Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
Week 9	<b>Working Together- Scarcity</b> <b>2.RI.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>2.RI.5</b> Know and use various text features to locate key facts or information in a text efficiently. <b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text <b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (e, f) <b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (a) <b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (b) <b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<p><b>2.W.2</b> Write informative/explanatory texts that: a. introduce a topic. b. use facts and definitions to develop points. c. use grade level appropriate linking words and phrases to connect ideas. d. provide a concluding statement or section.</p> <p><b>2.SL.3</b> Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>2.RI.9</b> Compare and contrast the main ideas presented by the two texts on the same topic.</p>
Week 10	<p><b>Working Together- The Bremen Town Musicians</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (f)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (b)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a)</p> <p><b>2.SL.5</b> Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.</p>
Week 11	<b>BUFFER WEEK: Review Previously Taught Standards - Teacher's Choice</b>

## Quarter 2

Timeline (month/days)	Standard(s)
Week 12	<p><b>Working Together- One Good Turn Deserves Another</b></p> <p><b>2.RL.2</b> Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p><b>2.RL.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (b, c)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (c)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry)</p> <p><b>2.SL.2</b> Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.</p> <p><b>2.SL.3</b> Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Week 13	<p><b>UNIT 3</b></p> <p><b>Creative Ideas- Pearl and Wagner</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (a, b, c, f)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p>

	<p><b>2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (b)</p>
Week 14	<p><b>Creative Ideas- Dear Juno</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.7</b> Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (b, f)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(b)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p>
Week 15	<b>Review Previously Taught Standards - Teacher's Choice</b>
Week 16	<p><b>Creative Ideas- Anansi Goes Fishing</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.2</b> Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p><b>2.RL.6</b> Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.(f)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(b)</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(d)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p>
Week 17	<p><b>Creative Ideas- Rosa and Blanca</b></p> <p><b>2.RL.5</b> Identify the overall structure of stories and their common elements.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (a, b, f)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(d)</p> <p><b>2.L.5</b> Demonstrate understanding of word relationships and subtle differences in word meanings. (b)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p> <p><b>2.SL.3</b> Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

	<b>2.SL.4</b> Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.
Week 18	<b>Creative Ideas- A Weed Is a Flower</b> <b>2.RI.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>2.RI.8</b> Describe how details/evidence supports specific points the author makes in a text. <b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text <b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (f) <b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b) <b>2.W.1</b> Write opinion pieces <b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a) <b>2.SL.2</b> Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.
Week 19	<b>BUFFER WEEK: Review Previously Taught Standards - Teacher's Choice</b>
Week 20	<b>UNIT 4</b> <b>Our Changing World- A Froggy Fable</b> <b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>2.RL.2</b> Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or mor <b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b) <b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(e) <b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(a) <b>2.L.5</b> Demonstrate understanding of word relationships and subtle differences in word meanings. (a) <b>2.W.1</b> Write opinion pieces <b>2.W.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults.
Week 21	<b>Creative Ideas- Life Cycle of a Pumpkin</b> <b>2.RI.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>2.RI.3</b> Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text. <b>2.RI.5</b> Know and use various text features to locate key facts or information in a text efficiently. <b>2.RI.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text

	<p><b>2.RI.9</b> Compare and contrast the main ideas presented by the two texts on the same topic.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.(b)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (a, b)</p> <p><b>2.W.2</b> Write informative/explanatory texts that: a. introduce a topic. b. use facts and definitions to develop points. c. use grade level appropriate linking words and phrases to connect ideas. d. provide a concluding statement or section.</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(e)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(a)</p> <p><b>2.L.5</b> Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults.(a)</p> <p><b>2.SL.4</b> Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.</p>
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### Quarter 3

Timeline (month/days)	Standard(s)
Week 22	<p><b>Creative Ideas - Soil</b></p> <p><b>2.RI.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text</p> <p><b>2.RI.9</b> Compare and contrast the main ideas presented by the two texts on the same topic.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (b, d)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>2.W.2</b> Write informative/explanatory texts that: a. introduce a topic. b. use facts and definitions to develop points. c. use grade level appropriate linking words and phrases to connect ideas. d. provide a concluding statement or section.</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(e)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(c)</p> <p><b>2.L.5</b> Demonstrate understanding of word relationships and subtle differences in word meanings.(b)</p> <p><b>2.L.6</b> Use acquired words and phrases including adjectives and adverbs to convey ideas precisely.</p>



	<p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a)</p> <p><b>2.SL.4</b> Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.</p>
Week 23	<p><b>Creative Ideas- The Night the Moon Fell</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text</p> <p><b>2.RL.2</b> Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p><b>2.RL.5</b> Identify the overall structure of stories and their common elements.</p> <p><b>2.RL.7</b> Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.(c)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (a, b, c)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(e)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(a)</p> <p><b>2.L.6</b> Use acquired words and phrases including adjectives and adverbs to convey ideas precisely.</p>
Week 24	<p><b>Creative Ideas- The First Tortilla</b></p> <p><b>2.RL.2</b> Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p><b>2.RL.5</b> Identify the overall structure of stories and their common elements.</p> <p><b>2.RL.7</b> Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(e)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (b)</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(b)</p> <p><b>2.L.6</b> Use acquired words and phrases including adjectives and adverbs to convey ideas precisely.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (b, d)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p><b>2.W.1</b> Write opinion pieces</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p> <p><b>2.W.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>



	<b>2.SL.4</b> Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.
Week 25	<b>BUFFER WEEK: Review Previously Taught Standards - Teacher's Choice</b>
Week 26	<p><b>Unit 5</b>  <b>Responsibility- Fire Fighter!</b></p> <p><b>2.RI.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RI.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>2.RI.9</b> Compare and contrast the main ideas presented by the two texts on the same topic.</p> <p><b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. (d)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(c)</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a)</p> <p><b>2.SL.2</b> Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.</p> <p><b>2.SL.5</b> Create audio recordings, visual displays, performances, or media presentations of stories or poems to express ideas, thoughts, and feelings.</p>
Week 27	<p><b>Responsibility- Carl the Complainer</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.7</b> Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(e)</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(e)</p> <p><b>2.L.5</b> Demonstrate understanding of word relationships and subtle differences in word meanings. (b)</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (a, b)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p>
Week 28	<b>BUFFER WEEK: Review Previously Taught Standards - Teacher's Choice</b>
Week 29	<b>Responsibility- Bad Dog, Dodger!</b>

	<p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.5</b> Identify the overall structure of stories and their common elements.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (a, b)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(e)</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(e)</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a)</p> <p><b>2.SL.2</b> Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.</p>
Week 30	<p><b>Responsibility- Horace and Morris but Mostly Dolores</b></p> <p><b>2.RL.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>2.RL.5</b> Identify the overall structure of stories and their common elements.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.(f)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(d)</p> <p><b>2.SL.4</b> Tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.</p>
Week 31	<p><b>Responsibility- The Signmaker's Assistant</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.2</b> Retell stories, those from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p><b>2.RL.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.(b, d, e)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (a, b)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(f)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (c)</p> <p><b>2.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening including making comparisons between formal and informal English. (a)</p>

	<p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(c)</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a)</p> <p><b>2.SL.3</b> Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Week 32	<b>BUFFER WEEK: Review Previously Taught Standards - Teacher's Choice</b>

## Quarter 4

Timeline (month/days)	Standard(s)
Week 33	<p><b>UNIT 6</b> <b>Traditions- Just Like Josh Gibson</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>2.RL.5</b> Identify the overall structure of stories and their common elements.</p> <p><b>2.RL.6</b> Express differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p> <p><b>2.W.6</b> With guidance and support, use a variety of digital tools to produce and publish writing, both Individually and collaboratively</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a)</p> <p><b>2.L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening including making comparisons between formal and informal English. (a)</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(a)</p> <p><b>2.SL.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Week 34	<p><b>Traditions- Red, White, and Blue: The Story of the American Flag</b></p> <p><b>2.RI.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>2.RI.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text</p> <p><b>2.RL.4</b> Describe how words and phrases create rhythm and meaning in a story, poem or song.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b, c)</p>

	<p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(a)</p> <p><b>2.W.3</b> Write narratives (e.g., story, poetry) that: (a,b,c)</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults.</p> <p><b>2.SL.3</b> Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Week 35	<p><b>Traditions- A Birthday Basket for Tia</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.5</b> Identify the overall structure of stories and their common elements.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (a)</p> <p><b>2.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (f)</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(a)</p> <p><b>2.L.5</b> Demonstrate understanding of word relationships and subtle differences in word meanings. (a)</p> <p><b>2.W.1</b> Write opinion pieces</p> <p><b>2.SL.1</b> Participate in collaborative conversations about grade level topics and texts with peers and adults. (a)</p> <p><b>2.SL.3</b> Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Week 36	<p><b>Traditions- Cowboys</b></p> <p><b>2.RI.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RI.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>2.RI.3</b> Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text</p> <p><b>2.RI.7</b> Explain how specific images (eg. photo, chargers, diagrams) contribute to and clarify text</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.(d)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (b, c)</p> <p><b>2.W.2</b> Write informative/explanatory texts that: a. introduce a topic. b. use facts and definitions to develop points. c. use grade level appropriate linking words and phrases to connect ideas. d. provide a concluding statement or section.</p> <p><b>2.W.8</b> Respond in writing to a question</p>

	<p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(a)</p> <p><b>2.SL.2</b> Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.</p>
Week 37	<p><b>Traditions- Grace for President</b></p> <p><b>2.RL.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2.RL.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>2.RF.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.(d)</p> <p><b>2.RF.4</b> Read with sufficient accuracy and fluency to support comprehension. (a, b)</p> <p><b>2.W.1</b> Write opinion pieces</p> <p><b>2.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(e)</p> <p><b>2.L.4</b> Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.(c, e)</p> <p><b>2.SL.2</b> Recount or describe key ideas or details from a text read aloud, information presented orally, or through media.</p> <p><b>2.RI.10</b> By the end of the 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. (weekly)</p>

\*Pink-priority, Yellow-supporting, Green-supplementary.

\*\_\_ minute class periods

Common curriculum materials - vendor/pg number, common assessments, common intervention/enrichment activities, other

**Common Assessments:**

- **Weekly Assessment--vocabulary, phonics, comprehension, writing**
- **STAR Reading--BME/end of quarters**
- **Acadience--BME and Progress Monitoring**

**Common Curriculum Materials:**

**Notes Q1**

Reading Street Unit 1 Teacher Guide: Week 1 pg 20a- 51k, Week 2 pg 52a- 81k, Week 3 pg 82a- 113k, Week 4 pg 114a- 149k, Week 5 pg 150a- 183k

Reading Street Unit 2 Teacher Guide: Week 1 pg 186a- 217l, Week 2 pg 218a- 247k, Week 3 pg 248a- 277k, Week 4 pg 278a- 313k

**Notes Q2**

Reading Street Unit 2 Teacher Guide: Week 5 pg 314a- 345j

Reading Street Unit 3 Teacher Guide: Week 1 pg 348a- 381k, Week 2 pg 382a- 417k, Week 3 pg 418a- 451k, Week 4 pg 452a- 479k, Week 5 pg 480a- 517k

Reading Street Unit 4 Teacher Guide: Week 1 pg 20a- 53k, Week 2 pg 54a- 83k,

**Notes Q3**

Reading Street Unit 4 Teacher Guide: Week 3 pg 84a- 119k, Week 4 pg 120- 153k, Week 5 pg 154a- 187k

Reading Street Unit 5 Teacher Guide: Week 1 pg 190a- 221k, Week 2 pg 222a- 255k, Week 3 pg 256a- 287k, Week 4 pg 288a- 323k, Week 5 pg 324a- 357k

**Notes Q4**

Reading Street Unit 6 Teacher Guide: Week 1 pg 360a- 391k, Week 2 pg 392a- 425k, Week 3 pg 426a- 457k, Week 4 pg 458a- 495j, Week 5 pg 496a- 529k

<b>Wk #</b>	<b>Dates</b>	<b>Main Selection/Genre (core)</b>	<b>Skill/ Strategy (core/W2R)</b>	<b>High Frequency Words (core)</b>	<b>Phonics (core)</b>	<b>Spelling (core)</b>	<b>Vocabulary (W2R)</b>	<b>Conventions/ Grammar (Core)</b>	<b>Writing (core)</b>
1	Aug 19-21	Arthur Activities				Sonday Test			
	Unit 1: Literary Elements								
2	Aug 24-28	<b>The Twin Club</b> *Realistic Fiction	*Characters & Setting *Monitor and Clarify	someone, somewhere friend, country, beautiful, front	Short Vowels and Consonant -s	rock, job, sack, mess, list, sad, tag, dust, desk, chop, rib, drum	investigate rural, urban, perch, muttered, downy, founders, unanimous	Writing Sentences	Summer Memory Writing
3	Aug 31-Sep 4	<b>Exploring Space With an Astronaut</b> *Expository Text	*Main Idea & Details *Text Structure	everywhere live, work, woman, machines, move, world	Long Vowels CVCe	page, size, late, race, nose, fine, huge, rice, space, mice, blaze, vote	ascend, descend, orbit, universe, journey, launch, meteorite	Subjects	Astronaut Writing
4	Sept 7-11 No School Sept. 7	<b>Henry and Mudge and the Starry Night</b> *Realistic Fiction	*Characters & Setting *Story Structure	bear, build, couldn't, father, love, mother, straight	Consonant Blends	stop, strap, nest, hand, brave, ask, clip, stream, mask, twin, breeze, state	galaxy, tranquil, wildlife, fledglings, secure, detective, fascinating, slimy	Predicates	How to Make S'mores
5	Sept 14-18	<b>A Walk in the Desert</b> *Expository Text	*Main Idea & Details *Important Ideas	water, eyes, early, animals, full, worm	Inflected Endings	dropped, dropping, excited, exciting, lifted, lifting, hugged, hugging, smiled,	arid, landform, precipitation dunes, ledge, haven, extinct, forbidding	Statements and Questions	Pebble Go Animal Research /Nonfiction text features

						smiling, talked, talking			
6	Sept 21-25	<b>The Strongest One</b>  *Drama	*Facts & Details *Predict & Set Purpose	gone, learn, often, pieces, though, together, very	Consonant Digraphs	that, wish, patch, when, what, math, them, shape, whale, itch, chase, bunch	delicate, resist, inquire, stun, sturdy, genius, exhibit, satisfaction	Imperative and Exclamatory Sentences	Create a Reader's Theatre With Partner
	Unit 2: Compare and Contrast & Cause and Effect								
7	Sept 28-Oct 2  No school Oct. 2	<b>Tara and Tiree</b>  *Literary Nonfiction	*Cause and Effect *Summarize	break, family, heard, listen, once, pull	R Controlled ar, or, ore, oar	hard, born, horse, before, more, smart, farm, porch, corn, chore, score, part	courageous, hazard, rescue, avalanche, instinct, skittish, blustery, fast-paced	Nouns	Dog Description
8	Oct 5-9	<b>Abraham Lincoln</b>  *Informational Text	*Author's Purpose *Text Structure	laugh, great, you're, either, certainly, second, worst	Contractio- ns	can't, it's, he's, I'm, didn't, who's, she's, aren't, isn't, haven't, hadn't, I'll	identify, participate, significant, scour, ingenious, aloft, architect, tinker	Proper Nouns	Research a President- Type Report
9	Oct 12-16  No School Oct. 12	<b>Scarcity</b>  *Expository text	*Facts and Details *Background Knowledge	above, ago, enough, toward, whole, word	R Controlled er, ir, ur	person, nurse, dirt, turn, birth, serve, curb, curl, skirt, purse, turtle, her	consumers, decision, producers, fiber, strand, extraordinar -y, lack, typical	Singular and Plural Nouns	Fall Poem/Bat Haiku (Directed Drawing)



10	Oct 19-23	<b>The Bremen Town Musicians</b>  *Drama/Fairy Tale	*Cause and Effect *Story Structure	people, sign, shall, bought, probably, pleasant, scared	Plurals	lunch, lunches, story, stories, tune, tunes, switch, switches, baby, babies, note, notes	partnership, survival, struggle, familiar, solution, miserable, depend, insist	Plural Nouns that Change Spelling	Finish Writing Projects
11	Oct 26-30	BUFFER WEEK							
12	Nov 2-6	<b>One Good Turn Deserves Another</b>  *Folk Tale	*Compare & Contrast *Inferring	behind, brought, door, everybody, minute, promise sorry	Vowel Patterns a, ai, ay	main, wait, say, away, play, raise, brain, paint, stay, today, tray, tail	conflict, pursue, resolve, deserve, mope, coax, ramp, startle	Possessive Nouns	Compare /Contrast Monsters (Directed Drawing)
	Unit 3: Sequen ce & Author's Purpose								
13	Nov 9-13  No School Nov. 11	<b>Pearl and Wagner Two Good Friends</b>  *Fantasy	*Author's Purpose *Questioning	guess, pretty, science, shoe, village, watch, won	Vowel Patterns e, ee, ea, y	read, feet, easy, deep, seat, party, wheel, leave, windy, sleep, teeth, team	construct, foolproof, sidekick, daydream, unique, project, contraption, scrap	Verbs	Cinderella Summarize a story /SWBST
14	Nov 16- 20  No School Nov. 25-29	<b>Dear Juno</b>  *Realistic Fiction	*Draw conclusions *Visualize	answer, company, faraway, parents, picture, school, wash	Vowel Patterns o, oa, ow	goat, hold, show, most, bowl, float, toast, ago, open, told, toad, slow	correspond, transport, footprint, imitate, postage, cove, deaf, sign language	Verbs with Singular and Plural Nouns	Write Letter from Turkey to Hunter
15	Nov 23-24	BUFFER WEEK							

16	Nov 30-Dec 4	<b>Anansi Goes Fishing</b> *Folk Tale	*Compare and Contrast *Summarize	been, believe, caught, finally, today, tomorrow, whatever	Compound Words	basketball, someone, weekend, birthday, riverbank, bathtub, backyard, driveway, bedtime, raindrop, mailbox	consume, prey, shrewd, boast, gloat, snicker, contentment , cure, incident	Verbs for Past, Present, and Future	Compare/ Contrast a friend with drawing
17	Dec 7-11	<b>Rosa &amp; Blanca</b> *Realistic Fiction	*Sequence *Predict & Set Purpose	alone, buy, daughters, half, many, their, youngest	Long i: i, ie, igh, y	find, child, sky, bright, wild, fly, right, flight, spider, cry, blind, myself	abundant, assist, generous, dismay, efficient, beam, forever, situation	More about Verbs	Holiday Traditions
18	Dec 14-18	<b>A Weed is a Flower</b> *Biography	*Fact and Opinion *Inferring	clothes, hours, money, neighbor, only, question, taught	Comparative Endings -er, -est	sooner, soonest, hotter, hottest, busier, busiest, happier, happiest, smaller, smallest, fatter, fattest	excel, process, research, opportunity, accomplish, original, scientist, unusual	Verbs: Am, Is, Are, Was, Were	Biography writing on friend
19	Dec 21-23	BUFFER WEEK							
		Unit 4: Fact and Opinion & Draw Conclusions							
20	Jan 4-8	<b>A Froggy Fable</b> *Fable	*Draw Conclusions *Background Knowledge	clearing, crashed, perfect, pond, spilling, splashing, traveled	Final Syllable -le	ankle, title, apple, cable, purple, able, bugle, bundle, bubble, giggle, sparkle, tickle	preserve, represent, valuable, tough, concentratio -n, frown, homeland, patient	Adjectives and Our Senses	Biography writing on friend

21	Jan 11-15	<b>Life Cycle of a Pumpkin</b> *Expository Text	*Sequence *Important Ideas	bumpy, fruit, harvest, root, smooth, soil, vine	Vowel patterns oo, u	cook, stood, full, wood, July, shook, push, pull, brook, book, hood, put	adapt, nutrients, drought, massive, annual, blazing, ancient, sprout	Adjectives for Number, Size, and Shape	Growth Goals/ "I Have a Dream" writing
22	Jan 18-22	Soil *Expository text	*Fact and Opinion *Questioning	grains, materials, particles, seeps, substances, texture	Diphthongs s ou, ow, oi, oy	around, out, gown, sound, flower, howl, toy, noise, royal, moist, coil, cow	discovery, transform, underneath, blizzard, fine, incredible, landscape, molten	Comparative and Superlative Adjectives	Bean, Bean, Bean Poem
23	Jan 25-29	<b>The Night the Moon Fell</b> *Myth	*Plot and theme *Visualize	adjust, landmark, unexpected quiver, tease, foreign, accent, forlorn	Syllable Patterns	downstairs, football, cowboy, houseboat, railroad, rainbow, boyhood, oatmeal, soybean, roadway, outplay, daydream	balance, canyons, coral, rattle, slivers, sway, whisper	Adverbs that Tell When and Where	Summarizin -g Activity
24	Feb 1-5	<b>The First Tortilla</b> *Legend	*Plot and Theme *Monitor and Clarify	awaken, cliffs, mountain, prize, rainbow, suffer, volcano	Vowel Digraphs oo, ue, ew, ui	too, new, fruit, blue, true, fool, suit, spoon, clue, juice, drew, flew	condition, predict, terrifying, breeze, whip, sparkle, funnel, swirl	Adverbs That Tell How	Snowman Writing
		Unit 5: Main Idea and Supporting Details & Cause and Effect							
25	Feb 8-12	BUFFER WEEK							

26	Feb 15-19	<b>Fire Fighter!</b>  *Literary nonfiction	*Fact and Opinion *Important Ideas	building, burning, masks, quickly, roar, station, tightly	Suffixes -ly, -ful, -er, -or, -ish	cheerful, visitor, slowly, weekly, teacher, helper, hardly, graceful, yearly, quickly, fighter, sailor	community, responsible, teamwork, operation, instrument, caretaker, lug, supplies	Pronouns	Opinion Writing/ Animal Teeth, Hair
27	Feb 22-26	<b>Carl the Complainer</b>  *Realistic Fiction	*Cause and Effect *Visualize	annoy, complain, mumbles, P.M., shrugs, signature	Prefixes un-, re-, pre-, dis-	unsafe, preheat, rerun, disappear, unlock, discolor, rewind, unpack, unplug, regroup, preschool, disagree	concern, contribute, persuade, fragile, pellets, litter, pollute, release	Singular and Possessive Pronouns	Thank you note to the President & Writing Catch Up
28	March 1-5	Dr Seuss Week / BUFFER							
29	March 8-12	<b>Bad Dog, Dodger!</b>  *Realistic Fiction	*Plot and Theme *Background Knowledge	chased, chewing, dropping, grabbed, practice, treat, wagged	Consonant Patterns kn, wr, gn, mb	knock, sign, knee, wrong, write, climb, wrap, wren, gnat, lamb, comb, knob	behavior, cooperate, obedient, companion, consider, reprimand, confident, properly	Using I and Me	Dear Diary Dog Writing
30	March 15-19	<b>Horace and Morris but Mostly Dolores</b>  *Fantasy	*Character and Setting *Story Structure	adventure, climbed, clubhouse, exploring, greatest, truest, wondered	Consonant Patterns ph, gh, ck, ng	phone, enough, backtrack, laugh, ticket, duckling, graph, tough, photo, rough, cough, clang	appreciate, communicat -e, respect, demand, firmly, advantage, defiant, ferocious	Different Kinds of Pronouns	Animal Fantasy

31	March 22-26	<b>Signmaker's Assistant</b>  *Humorous Fiction	*Main Idea and Details *Inferring	afternoon, blame, idea, important, signmaker, townspeople	Vowel Patterns aw, au, augh, al	talk, because, August, caught, draw, walk, chalk, auto, taught, thaw, fault, launch	apologize, citizen, judgment, hoard, scold, interrupt, protest, troublemaker	Contractions	Continue Fantasy Story/St. Patrick's Day writing if time
		Unit 6: Draw Conclusions & Facts and Details							
32	March 29- April 2	Easter / BUFFER WEEK							
33	April 5-9	<b>Just Like Josh Gibson</b>  *Realistic Fiction	*Compare and Contrast *Monitor and Clarify	bases, cheers, field, plate, sailed, threw	Inflected Endings	tried, trying, planned, planning, liked, liking, skipped, skipping, heavier, heaviest, lighter, lightest	athlete, effort, disguise, professional, challenge, dainty, champion, shortstop	Capital Letters	Hero Research and Writing "This person is a hero because"
34	Apr 12-16	<b>Red, White, and Blue</b>  *Informational Text	*Author's Purpose *Summarize	America, birthday, flag, freedom, nicknames, stars, stripes	Abbreviations	Mr., Mrs., St., Jan., Feb., Aug., Dr., Ms., Rd., Oct., Nov., Dec.	history, symbol, unfurl, allegiance, independence, patriotic, frayed, indivisible	Quotation Marks	Dialogue with Mt. Rushmore
35	Apr 19-23	<b>A Birthday Basket for Tia</b>  *Realistic Fiction	*Draw Conclusions *Questioning	aunt, bank, basket, collects, favorite, present	Final Syllables -tion, -ture, -ion	mixture, nation, section, future, picture, action, caution, station, fixture, motion, nature, feature	celebration, tradition, inspect, brilliant, custom, create, angle, snapshot	Prepositions and Prepositional Phrases	Birthday Memory

36	Apr 26-Apr 30	<b>Cowboys</b>  *Informational Text	*Sequence *Text Structure	campfire, galloped, trails, cattle, herd, cowboy, railroad	Suffixes -ness, -less, -able, -ible	kindness, careless, goodness, useless, fearless, darkness, sadness, sickness, helpless, thankless, fitness, weakness	climate, livestock, occupation, buckaroo, drover, lariat, legend, rawhide	Commas	Wanted Poster/ Circus Thank You Notes
37	May 3-7	<b>Grace for President</b>  *Realistic Fiction	*Facts and Details *Predict and Set Purpose	assembly, rallies, election, slogan, microphone , speeches	Prefixes mis-, mid-, micro-, non-	midair, misplace, mislead, midway, misprint, midday, midweek, misbehave, midyear, mismatch, misdeed, mistake	ceremony, festival, fidget, multicolored culture, compliment, evergreen, sash	Commas in a Compound Sentence	Vote for Me President Writing
38	May 10-14	Wrap Up / Fairy Tales							Catch Up & Fairy Tales
39	May 17-19	Fairy Tales / Plays / Munsch							Catch Up & Fairy Tale Writing