

FORT SMITH PUBLIC SCHOOLS 2nd Grade Literacy: Year at a Glance 2015-2016

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics Spelling	Writing
FIRST QUARTER					
FSPS READING FOCUS: Narrative			FSPS WRITING FOCUS: Narrative (Stories)		
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.					
W-1 Aug. 17-21	Rules and Routines/ Setting Up Classroom/Pre-Assessments				
W-2 Aug. 24-28	Sequence of Events Infer/Predict	J-L1 "Henry and Mudge" (Realistic fiction)	J-L1 Subjects and Predicates	J-L1 Short Vowels a, i CVC Syllable Pattern Short Vowels a, i	Refer to J-L1 – J-L4 Narrative Refer to FSPS Writing Criteria A,B
W-3 Aug. 31-Sept 4	Compare/Contrast Question	J-L2 "My Family" (Informational Text)	J-L2 Complete Sentences	J-L2 Short Vowels o, u, e CVC Syllable Pattern Short Vowels o, u, e	
W-4 Sept. 7-11	Fact & Opinion Infer/Predict	Teacher Selected Read-Aloud	J-L3 Statements & Questions	J-L3 Long Vowels a, i/Sounds for c Long Vowels a, i	
W-5 Sept. 14-18	Main Idea & Details Monitor/Clarify	J-L4 "Diary of a Spider" (Humorous Fiction)	J-L4 Nouns	J-L4 Long Vowels o u, e Sounds for g Long Vowels o, u	
W-6 Sept. 21-25	District Dyslexia & DRA Assessment Week				
W-7 Sept. 28-Oct. 2	Cause & Effect Summarize	J-L5 "Teacher's Pets" (Realistic fiction)	Irregular Plural Nouns	J-L5 Consonant Blends with r, l, s Consonant Blends with r, l, s	Refer to J-L1 – J-L4 Narrative
W-8 Oct. 5-9 W-9 Oct. 12-16	Story Structure Visualize	Research Connections	J-L6 More Plural Nouns	J-L6 Common Final Blends nd, ng, nk, nt, ft, xt, mp Common Final Blends nd, ng, nk, nt, ft, xt, mp	Correlate Writing Piece/Product to Research Topic
END OF FIRST QUARTER October 15, 2015					

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Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics Spelling	Writing
SECOND QUARTER					
FSPS READING FOCUS: Informational					
FSPS WRITING FOCUS: Informational (Inform)					
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.					
W-10 Oct. 19-23	Text/Graphic Features Question	J-L6 “Animals Building Homes” (Informational Text)	J-L7 Proper Nouns	J-L7 Double Consonants and ck Double Consonants (CVC) Double Consonants and ck	J-L6-JL8 Informative (Inform) Refer to FSPS Writing Criteria C
W-11 Oct. 26-30	Main Idea & Details Visualize	J-L8 “Super Storms” (Informational Text)	J-L8 What Is a Verb?	J-L8 Consonant Digraphs th, sh, wh, ch, tch, ph & Base Words with Endings -s, -ed, -ing Words with th, sh, wh, ch, tch	
W-12 Nov. 2-6	Conclusions Infer/Predict	Teacher Selected Read-Aloud (Informational Text)	Irregular Verbs	J-L9 Base Words with Endings -ed, -ing CV Syllable Pattern Base Words with Endings –ed, -ing	
W-13 Nov. 9-13	Fact & Opinion Monitor/Clarify	J-L10 “Jellies” (Informational Text)	Review Complete Sentences	J-L10 Contractions Contractions	
W-14 Nov. 16-20	Author’s Purpose Analyze/Evaluate	Teacher Selected Read-Aloud (Informational Text)	J-L11 Kinds of Sentences	J-L11 Base Words and Endings –s, -es Base Words with Endings –s, -es	
W-15 Nov. 23-27	Review Skills, Strategies, & Routines (Nov. 23-24)			Thanksgiving Recess (Nov. 25-27)	
W-16 Nov. 30-Dec. 4	Conclusions Comparisons	Author Study	J-L12 Kinds of Sentences	J-L12 Vowel Digraphs ai, ay Words with ai, ay	Informative (Inform)
W-17 Dec. 7-11 W-18 Dec. 14-18	Cause & Effect Summarize	Research Connections	Irregular Past Tense Verbs	J-L13 Vowel Digraphs ee, ea Words with ee, ea	Correlate Writing Piece/Product to Research Topic
END OF SECOND QUARTER December 17, 2015					
Dec. 21-Jan. 1	WINTER RECESS				

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<div>THIRD QUARTER</div> <div> <div>FSPS READING FOCUS: Informational</div> <div>FSPS WRITING FOCUS: Opinion</div> <div>The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.</div> </div>					
W-19 Jan. 4-8	Conclusions Infer/Predict	Teacher Selected Read-Aloud (Informational Text)	Pronouns	J-L14 Long o (o, oa, ow) Long o, (o, oa, ow)	J-L11-JL14 Opinion Refer to FSPS Writing Criteria E
W-20 Jan. 11-15	Story Structure Question	J-L12 "Violet's Music" (Realistic Fiction)	Reflexive Pronouns	J-L15 Compound Words Schwa Vowel Sound Compound Words	
W-21 Jan. 18-22	Author's Purpose Analyze/Evaluate	J-L13 "Schools Around the World" (Informational Text)	Irregular Verbs	J-L16 Base Words & Endings -ed, -ing Base Words Endings -ed, -ing	
W-22 Jan. 25-29	Conclusions Infer/Predict	J-L14 "Helen Keller" (Biography)	Irregular Verbs	J-L17 Long i (i, igh, ie, y) Long i (i, igh, y)	
W-23 Feb. 1-5	Compare/Contrast Question	Teacher Selected Read-Aloud (Narrative Text)	J-L19 Commas in Letters	J-L18 The Long e Sound for y Changing y to i Long e Spelled y	
W-24 Feb. 8-12	Cause and Effect Monitor/Clarify	J-L15 "Officer Buckle and Gloria" (Humorous Fiction)	Adjectives	J-L19 Words with ar Words with ar	

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W-25 Feb. 15-19	Story Structure Infer/Predict	J-L16 “Mr. Tanen’s Tie Trouble” (Realistic Fiction)	Adjectives	J-L20 Words with or, ore Words with <i>or, ore</i>	Narrative Refer to FSPS Writing Criteria A,B
W-26 Feb. 22-26	Sequence of Events Visualize	Author Study	Adverbs	J-L21 Words with er (er, ir, ur) Words with ir, ur Words with <i>er, ir, ur</i>	
W-27 Feb. 29-Mar. 4 W-28 Mar. 7-11	Cause/Effect Question	Research Connections	J-L28 Possessives	J-L22 Homophones Base Words& Endings –er, -est Homophones J-L23 Suffixes –y, -ly, -ful Final Stable Syllables-tion, -ture Suffixes –ly, -ful	Correlate Writing Piece/Product to Research Topic
End of Third Quarter March 11, 2016					

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Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics Spelling	Writing
<div>FOURTH QUARTER</div> <div> <div>FSPS READING FOCUS: Informational</div> <div>FSPS WRITING FOCUS: Explanatory: Informational (Instruct)</div> </div> <div><i>The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.</i></div>					
<div>W-29</div> <div>Mar. 14-18</div>	<div>Understanding Characters</div> <div>Analyze/Evaluate</div>	<div>J-L18</div> <div>"My Name is Gabriela"</div> <div>(Biography)</div> <div>Or</div> <div>Teacher Selected Read Aloud</div>	<div>Plural Possessives</div>	<div>J-L24</div> <div>Prefixes re-, un-, over-, pre-, mis-</div> <div>Silent Consonants</div> <div>Prefixes re-, un-</div>	<div>Informative (Instruct)</div> <div>Refer to FSPS Writing Criteria D</div>
Mar 21-25	SPRING RECESS				
<div>W-30</div> <div>Mar. 28-Apr. 1</div>	<div>Compare/Contrast</div> <div>Monitor/Clarify</div>	<div>J-L20</div> <div>"Dex: The Heart of a Hero"</div> <div>(Fantasy)</div> <div>Or</div> <div>Teacher Selected Read Aloud</div>	<div>J-L23</div> <div>Irregular Verbs</div>	<div>J-L25</div> <div>Words with au, aw, al, o, a</div> <div>Words with aw, al, o</div>	<div>Informative (Instruct)</div>
<div>W-31</div> <div>Apr. 4-8</div>	ITBS Testing Window				
<div>W-32</div> <div>Apr. 11-15</div>	<div>Main Ideas & Details</div> <div>Infer/Predict</div>	<div>J-L21</div> <div>"Penguin Chick"</div> <div>(Nonfiction)</div> <div>Or</div> <div>Teacher Selected Read Aloud</div>	<div>Adjectives</div>	<div>J-L26</div> <div>Words with oo, ew, ue, ou</div> <div>Words with oo (oo, ew, ou)</div>	<div>Informative (Instruct)</div>
<div>W-33</div> <div>Apr. 18-22</div>	<div>Understanding Characters</div> <div>Question</div>	<div>J-L22</div> <div>"Gloria Who Might Be Best Friend"</div> <div>(Realistic Fiction)</div> <div>or</div> <div>Teacher Selected Read-Aloud</div>	<div>Adverbs</div>	<div>J-L27</div> <div>Words with oo (book)</div> <div>Possessive Nouns</div> <div>Words with oo (book)</div>	<div>Informational (Instruct)</div>

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W-34 Apr. 25-29	Conclusions Summarize	J-L23 “The Goat in the Rug” (Narrative Nonfiction) or Teacher Selected Read-Aloud	Collective Nouns Proper Nouns	J-L28 Vowel Diphthongs ow, ou Words with ow, ou	Informational (Instruct)
W-35 May 2-6	Cause & Effect Key Ideas	Author Study	Reflexive Pronouns	J-L29 Reading Longer Words with Long Vowels a and i Vowel Diphthongs oi, oy Words with ai, ay, igh, y	Informational (Instruct)
W-36 May 9-13 W-37 May 16-20	Author’s Purpose Text Features	Research Connections	Apostrophes	J-L30 Reading Longer Words with Long Vowels o and e Final Stable Syllable –le Words with oa, ow, ee, ea	Correlate Writing Piece/Product to Research Topic
W-38 May 23-26	Review Skills, Strategies, and Routines				
End of Fourth Quarter May 25, 2016					

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<u>Vocabulary</u> Setting Up Rituals & Routines	• Teacher selected read-aloud	<u>Optional Comprehensive Screening Assessment</u>
CC.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). (Refer to FSPS Vocabulary Instruction Guidelines K-6)	<ul style="list-style-type: none"> • I will use words and phrases learned through talking. • I will use words and phrases learned through reading. • I will use words and phrases learned through being read to. • I will use words and phrases learned through responding to texts. 	Phrases Adjectives Adverbs Responding to texts	IRA2-3			
Word Work/Phonics				<u>Phonics</u> Teach Rituals & Routines for Word Work		
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> • I will distinguish long and short vowels in one syllable words. 	Distinguish Syllable Vowels	PTR: p.105-127 WJ: WTW :			
Comprehension				<u>Comprehension/ Fluency</u> Setting Up Rituals & Routines for Reading Workshop Skill: Read to self (on independent level text) Strategy: Retelling Genre: all types	Teacher selects read aloud texts to model and make thinking transparent <ul style="list-style-type: none"> • Work on procedures to: Read to Self (on level texts) • Work on procedures to: Retell a Familiar Text • Work on Routines 	<u>Optional Comprehensive Screening Assessment:</u>
CC.RL.2.1 Ask and answer such questions who, what, where, when, why, and how to demonstrate understanding of key details in a text. (Refer to FSPS ongoing CCSS standards grade 2)	<ul style="list-style-type: none"> • I will ask who, what, where, when, why and how questions. • I will answer who, what, where, when, why, and how questions. 	Demonstrate Key details	STW: p. 17-18, 110-122, 177 IRA2-3: p. 5 CT : Lessons 8-11 RP:			
Spelling				Spelling patterns WJ	Work on procedures to Establish routines.	<u>Optional: Comprehensive Screening Assessment</u>
CC.L.2.2d Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil)	<ul style="list-style-type: none"> • I will use generalized spelling patterns when writing words. 	Spelling patterns	WTW MM2-3: p. 47-52, 81-96			

Assessment

FORT SMITH PUBLIC SCHOOLS – Grade 2 Curriculum: Literacy & Integrated Content

WEEK 1

Grammar				Grammar Teach Rituals & Routines for Grammar	Work on procedures for grammar materials	
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)	<ul style="list-style-type: none"> I will produce complete simple and compound sentences. I will expand complete simple and compound sentences. I will rearrange complete simple and compound sentences. 	Produce Expand Complete Simple Compound	MM2-3: TDC: p. 57-58			
Writing				Writing Teach Rituals & Routines for Writing Workshop	Work on establishing routines Work on introducing 2 Kinds of Writing Work on planning a Narrative Brainstorming a list of topics Brainstorming a list of forms	
CC.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.	<ul style="list-style-type: none"> I will write a narrative that recounts an event. I will add details to describe actions, thoughts and feelings. I will use temporal (transition) words. I will write a story with closure. (conclusion) 	Narrative Recount Event Include Details Transition Conclusion Closure Temporal words	http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html?tab=2#tab5 <i>Is That a Fact?</i> , p 187-209 <i>Small Moments</i> <i>Appendix A:</i> <i>Appendix C:</i> <i>GRW:</i> <i>CL:</i>			

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WEEK 2

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J-L1	Weekly Plan T6-T7 J-L1	(OPTIONAL)
CC.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).	<ul style="list-style-type: none"> • I will use words and phrases learned through talking. • I will use words and phrases learned through reading. • I will use words and phrases learned through being read to. • I will use words and phrases learned through responding to texts. • I will use adjectives to describe. • I will use adverbs to describe. 	Phrases Adjectives Adverbs Responding to texts	<i>IRA2-3:</i>	Identify Phonemes Count Syllables TARGETED VOCABULARY & STRATEGIES STRATEGY: Alphabetical Order WORD CARDS Cards 1-8 TARGET VOCABULARY: curly, straight, floppy, drooled, weighed, stood, collars, row	Day 1 T13 Day 2 T25 Day 3 T43 Day 4 T53 Day 5 T63 AL: phonemes, syllables <u>Weekly Plan T6-T7</u> <u>Day 1 Daily Vocabulary</u> Boost T13 Read Aloud "The Perfect Pet" T14-T15 CLLG: p. 41 Projectable 1.1 Introduce Vocabulary T16-T17 <u>Day 2 Daily Vocabulary</u> Boost 25 28-T29 "At the Animal Shelter" <u>Day 3 Daily Vocabulary</u> Boost T43 <u>Day 4 Daily Vocabulary</u> Boost T53 Vocabulary Strategies T58-T59 Projectable 1.10 PB: Vol. 1, p. 12 <u>Day 5 Daily Vocabulary</u> Boost T63	<u>Weekly Tests</u> T70 1.2-1.3
Word Work/Phonics				Phonics J-L1	Weekly Plan T6-T7	(OPTIONAL)
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> • I will distinguish long and short vowels in one syllable words. 	Distinguish Syllable Vowels	<i>PTR:</i> p.105-127 <i>WJ:</i> <i>WTW:</i>	Short Vowels <i>a, i</i> CVC Syllable Pattern	Day 1 T18-T20 Short Vowels <i>a, i</i> PB: Vol. 1, p. 1 Day 2 T26-T27 Short Vowels <i>a, i</i> PB: Vol. 1, p. 3 Day 3 T44-T45 CVC Syllable Pattern PB: Vol. 1, p. 8 Day 4 T54-T55 Review Day 5 T70 Assessment	<u>Weekly Tests</u> T70 1.7-1.8

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WEEK 2

Comprehension				Comprehension	Main Selection J-L1	(OPTIONAL) <u>Weekly Tests</u>
<p>CC.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.</p> <p>(This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)</p>	<ul style="list-style-type: none"> • I will use information gained from illustrations and words. • I will demonstrate understanding of characters, setting, or plot. 	<p>Illustrations Characters Setting Plot Demonstrate</p>	<p><i>STW</i>: p. 141-142 <i>GRW</i>:</p>	<p>J-L1 Skill: Sequence Events Strategy: Infer/Predict</p> <p>Genre: Realistic Fiction/ Informational Text</p> <p>Fluency: Accuracy: Word Recognition</p> <p>Essential Question: Why is the order of events in a story important?</p>	<p>“Henry and Mudge” Genre: Realistic Fiction T32-T38; SB: p. 14-24 CLLG: p. 40 Introduce: Sequence of Events; Infer/Predict T30-T31 Projectable 1.4 PB: Vol. 1, p. 4 Develop Comprehension T34-T37 Projectables 1.5a, 1.5b Deepen Comprehension T48-T49 Projectable 1.8 PB: Vol. 1, p. 9 AL: infer, predict, sequence of events, event Connect To “All in the Family” Genre: Informational Text T56-T57; SB: p. 26-27 MC: T57 CLLG: p. 41</p>	<p>T71 1.4-1.6</p> <p>Optional Unit Assessment: Benchmark and Unit Test Unit 1 (Arkansas Benchmark and Unit Test)</p>
<p>CC.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)</p>	<ul style="list-style-type: none"> • I will describe how the beginning introduces the story. • I will describe how the ending concludes the action. • I will describe the beginning, middle, and end of the story. 	<p>Describe Action Concludes</p>	<p>http://www.busyteachers.com/worksheets/reading/Parts%20of%20a%20Story.pdf <i>IRA2-3</i>: p. 95-100</p>			
<p>CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>(This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> • I will know and use text features to locate key facts or information in a text. 	<p>Captions Bold print Subheading Glossaries Indexes Electronic menus Icons</p>	<p>http://www.hollyridge2.com/2011/04/nonfiction-text-features-jeopardy.html <i>CT</i>: Lessons 2 and 3 <i>Weekly Reader Time For Kids Spigot.com</i></p>			
Spelling				Spelling	Weekly Plan T6-T7 J-L1	<u>Weekly Tests</u>
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2d Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil).</p>	<ul style="list-style-type: none"> • I will use generalized spelling patterns when writing words. 	<p>Spelling patterns</p>	<p><i>WJ</i>: <i>WTW</i>: <i>MM2-3</i>: p. 47-52, 81-96</p>	<p>J-L1 Short Vowels <i>a, i</i></p>	<p>Day 1 T22 Teach the Principle/Pretest Day 2 T40 Teach/Word Sort Day 3 T50 Segment Sounds/Build Words Day 4 T60 Connect to Writing PB: Vol. 1, p. 13</p>	<p>T66 Spelling Assessment</p>

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WEEK 2

CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.	<ul style="list-style-type: none">• I will use reference materials to check my spelling.	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english <i>MM2-3</i> : p. 47-52, 81-96, 112 <i>GRW</i> :		<u>Day 5</u> Assessment	
Grammar				Grammar J-L1 Subjects and Predicates AL: subject, predicate	Weekly Plan T6-T7 J-L1 <u>Day 1</u> T22 Subjects Projectable 1.2 PB: Vol. 1, p. 2 <u>Day 2</u> T40 Predicates Projectable 1.6 PB: Vol. 1, p. 6 <u>Day 3</u> T50 What is a Sentence? PB: Vol. 1, p. 11 <u>Day 4</u> T60 Spiral Review: Contractions PB: Vol. 1, p. 14 <u>Day 5</u> T66-T67 Review: Subjects & Predicates Connect to Writing: PB: Vol. 1, p. 15	Weekly Tests T71 1.9-1.10
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1e Use adjectives and adverbs and choose between them depending on what is to be modified. (This standard is only addressed on <i>Day Four</i> of Writing.)	<ul style="list-style-type: none">• I will use adjectives and adverbs correctly.	Adjectives Adverbs	<i>MM2-3</i> : p. 72-74,112			
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives. (This standard is only taught in the “Spiral Review” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none">• I will use an apostrophe to form contractions.• I will use an apostrophe to form possessives.	Apostrophe Contractions Possessives	<i>MM2-3</i> : p. 90			
Writing				Choose appropriately from the lessons.		
CC.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.	<ul style="list-style-type: none">• I will write a narrative that recounts an event.• I will add details to describe actions, thoughts and feelings.• I will use temporal (transition) words.• I will write a story with closure. (conclusion)	Narrative Recount Event Include Details Transition Conclusion Closure Temporal words	http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html?tab=2#tabs <i>Is That a Fact?</i> , p 187-209 <i>Small Moments</i> : <i>Appendix A</i> : <i>Appendix C</i> : <i>GRW</i> : <i>CL</i> :	Refer to <i>Journeys</i> Lessons 1-4 Narrative		

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WEEK 3

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J-L2	Weekly Plan T98-T99 J-L2	(OPTIONAL)
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	Glossaries Dictionaries	http://www.wordcentral.com/ http://kids.yahoo.com/referece/dictionary/english BWL : TRS:	Identify Phonemes Syllables	Day 1 T105 Day 2 T117 Day 3 T137 Day 4 T147 Day 5 T157 Weekly Plan T98-T99 Day 1 Daily Vocabulary Boost T105 Read Aloud "More Than a Best Friend" T106-T107 CLLG: p. 43 Projectable 2.1 Introduce Vocabulary T108-T109 Day 2 Daily Vocabulary Boost T117 Develop Background T120-T121 "Family Visits" Day 3 Daily Vocabulary Boost T137 Day 4 Daily Vocabulary Boost T147 Vocabulary Strategies T152-T153 Projectable 2.10 PB: Vol. 1, p. 27 Day 5 Daily Vocabulary Boost 157	<u>Weekly Tests</u> T164 2.2-2.4
CC.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).	<ul style="list-style-type: none"> I will use words and phrases learned through talking. I will use words and phrases learned through reading. I will use words and phrases learned through being read to. I will use words and phrases learned through responding to texts. I will use adjectives to describe. I will use adverbs to describe. 	Phrases Adjectives Adverbs Responding to texts	IRA2-3:	TARGETED VOCABULARY & STRATEGIES STRATEGY: Using a Glossary WORD CARDS Cards 9 – 16 TARGET VOCABULARY: remembered, porch, crown, spend, stuck, visit, cousin, piano	Weekly Plan T98-T99 J-L2 Day 1 T110-T113 Short Vowels <i>o, u, e</i> PB: Vol. 1, p. 16 Decodable Reader "Bud, Ben, and Roz" Day 2 T118-T119 Short Vowels <i>o, u, e</i>	<u>Weekly Tests</u> T164 2.7-2.8
Word Work/Phonics				Phonics J-L2	Weekly Plan T98-T99 J-L2	<u>Weekly Tests</u>
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> I will distinguish long and short vowels in one syllable words. 	Distinguish Syllable Vowels	PTR: p.105-127 WJ: WTW:	Short Vowels <i>o, u, e</i> CVC Syllable Pattern	Day 1 T110-T113 Short Vowels <i>o, u, e</i> PB: Vol. 1, p. 16 Decodable Reader "Bud, Ben, and Roz" Day 2 T118-T119 Short Vowels <i>o, u, e</i>	T164 2.7-2.8

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WEEK 3

					PB: Vol. 1, p. 18 <u>Day 3</u> T138-T141 CVC Syllable Pattern PB: Vol. 1, p. 23 <u>Day 4</u> T148-T149 Review <u>Day 5</u> T164 Assessment	
Comprehension				Comprehension J-L2 Skill: Compare and Contrast Strategy: Question Genre: Informational Text/Poetry Fluency: Accuracy: Words Connected in Text Essential Question: How are families alike and different?	Main Selection J-L2 "My Family" T124-T132; SB: p. 38-52 CLLG: p. 42 Introduce: Compare and Contrast; Question T122-T123 Projectable 2.4 PB: Vol. 1, p. 19 Develop Comprehension T126-T131 Projectables 2.5a, 2.5b (Venn Diagram) Deepen Comprehension T142-T143 Projectable 2.8 (Venn Diagram: Compare & Contrast) PB: Vol. 1, p. 24 AL: compare, contrast, characters, connect, events <u>Connect To "Family Poetry"</u> T150-T151; SB: p. 54-57 MC: T151 CLLG: p. 43	(OPTIONAL) <u>Weekly Tests</u> T165 2.5-2.6 <u>Optional Unit Assessment:</u> Benchmark and Unit Test Unit 1 (Arkansas Benchmark and Unit Test)
CC.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, scaffolding as needed at the high end of the range. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)(Refer to FSPS Ongoing CCSS for Grade 2.)	<ul style="list-style-type: none"> I will read and comprehend grade level informational text.. 	Comprehend Informational text	<i>GRW:</i> <i>STW2:</i> <i>RWM:</i> <i>NRP:</i> <i>RP:</i>			
CC.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.) (<i>Journeys</i> Lesson 2 focuses on comparing events, characters and conflicts in literary selections from a variety of cultures to student's experiences. Teacher will need to review the <i>English Language Arts Common Core Standards Unpacking</i> document to understand the specific criteria specified by CC.RI.2.9).	<ul style="list-style-type: none"> I will compare the most important points between two texts on the same topic. I will contrast the most important points between two texts on the same topic. 	Compare Contrast Points Text	http://21centurylibrarian.nin.g.com/group/lc5790childre/nsliit/forum/topics/compare-and-contrast-of?xg_source=activity			
CC.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> I will determine the meaning of words and phrases in a text or topic. 	Text Topic	<i>GR:</i> p. 163-166 <i>WJ:</i> <i>BWL:</i>			
CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will know and use text features to locate key facts or information in a text. 	Text features Key facts Captions Bold print Subheading Glossaries Indexes Electronic Menus Icons	http://www.hollyridge2.com/2011/04/nonfiction-text-features-jeopardy.html <i>CT:</i> Lessons 2 and 3 <i>Weekly Reader Time For Kids Spigot.com</i>			

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<p>CC.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will explain how an image helps me understand the text. 	<p>Explain Image Text</p>	<p><i>NRP</i>: p. 78</p>			
Spelling				Spelling J-L2	Weekly Plan T98-T99 J-L2	Weekly Tests
<p>C.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2e <u>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</u></p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will use reference materials to check my spelling. 	<p>Reference materials</p>	<p>http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english <i>MM2-3</i>: p. 47-52, 81-96, 112 <i>GRW</i>:</p>	<p>Short Vowels <i>o, u, e</i></p>	<p>Day 1 T114 Teach the Principle/Pretest Day 2 T134 Teach/ Sort Day 3 T144 Segment Sounds/Build Words Day 4 T154 Connect to Writing PB: Vol. 1, p. 28 Day 5 T160 Assessment</p>	<p>T160 Spelling Assessment</p>
Grammar				Grammar J-L2	Weekly Plan T98-T99 J-L2	(OPTIONAL) Weekly Tests
<p>CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>CC.L.2.1f <u>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).</u></p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will produce complete simple and compound sentences. • I will expand complete simple and compound sentences. • I will rearrange complete simple and compound sentences. 	<p>Produce Expand Complete Simple Compound</p>	<p><i>MM2-3</i> <i>TDC</i>: p. 57-58</p>	<p>Complete Sentences</p> <p>AL: sentence, run-on sentence</p>	<p>Day 1 T114 Is it a Sentence? Projectable 2.2 PB: Vol.1, p. 17 Day 2 T134 Word Order in Sentences Projectable 2.6 PB: Vol. 1, p. 21 Day 3 T144 Run-on Sentences PB: Vol. 1, p. 26 Day 4 T154 Spiral Review: Abbreviations PB: Vol. 1, p. 28 Day 5 T160-T161 Review: Complete Sentences Connect to Writing: PB: Vol. 1, p. 30</p>	<p>T165 2.9-2.10</p>

Writing				Choose appropriately from the lessons.
CC.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.	<ul style="list-style-type: none"> • I will write a narrative that recounts an event. • I will add details to describe actions, thoughts and feelings. • I will use temporal (transition) words. • I will write a story with closure. (conclusion) 	Narrative Recount Event Include Details Transition Conclusion Closure Temporal words	http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html?tab=2#tabs <i>Is That a Fact?</i> , p 187-209 <i>Small Moments</i> <i>Appendix A</i> <i>Appendix C:</i> <i>GRW:</i> <i>CL:</i>	Refer to <i>Journeys</i> Lessons 1-4 Narrative

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WEEK 4

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary:				Teacher Selected Materials		
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.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). (Refer to FSPS Vocabulary Instruction Guidelines K-6)	• I will determine the meaning of the new word formed when a prefix is added.	Prefix Determine	TRS: p. 491-493			
Word Work/Phonics				Phonics J-L3 Long Vowels <i>a, i</i> Sounds for <i>c</i>	Weekly Plan T192-193 J-L3 Day 1 T204-T207 Long Vowels <i>a, i</i> PB: Vol. 1, p. 31 Decodable Reader "City Ride" Day 2 T212-T213 Long Vowels <i>a, i</i> PB: Vol. 1, p. 33 Day 3 T230-T233 Sounds for <i>c</i> PB: Vol. 1, p. 38 Day 4 T240-T241 Review Day 5 T256 Assessment	Weekly Tests T256 3.12-3.15
Comprehension				Teacher Selected Materials		
• Teacher may choose standards that best match the read-aloud.						
Spelling				Spelling J-L3 Long <i>a, i</i>	Weekly Plan T192-193 J-L3 Day 1 T208 Teach the Principle/ Pretest Day 2 T226 Teach/Word Sort Day 3 T236 Segment Sounds/Build Words Day 4 T246 Connect to Writing PB: Vol. 1, p. 43 Day 5 T252 Assessment	Weekly Tests T252 Spelling Assessment
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (The entire standard is not addressed in this Journeys lesson.)	• I will use reference materials to check my spelling.	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW:			

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WEEK 4

Grammar				J-L3 Statements and Questions AL: sentences, statement, question	Weekly Plan T193-T194	(OPTIONAL)	
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. CC.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. (This standard is only taught in the “Spiral Review” section (Day 4) of <i>Journeys</i> .)		• I will use adjectives and adverbs correctly.	Adjectives Adverbs		MM2-3: p. 72-74,112	J-L3	Weekly Tests
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. CC.L.2.1f <u>Produce, expand, and rearrange</u> 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). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)		• I will produce complete simple and compound sentences. • I will expand complete simple and compound sentences. • I will rearrange complete simple and compound sentences.	Produce Expand Complete Simple Compound		MM2-3: TDC: p. 57-58	Day 1 T208 Statements Projectable 3.2 PB: Vol. 1, p. 32 Day 2 T226 Questions Projectable 3.6 PB: Vol. 1, p. 36 Day 3 T236 Statements & Questions PB: Vol. 1, p. 41 Day 4 T246 Spiral Review: Kinds of Adjectives PB: Vol. 1, p. 44 Day 5 T252-253 Review: Statements & Questions Connect to Writing: Sentence Fluency PB: Vol. 1, p. 45	T257 3.16-3.18
Writing				Choose appropriately from the lessons.			
CC.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.		• I will write a narrative that recounts an event. • I will add details to describe actions, thoughts and feelings. • I will use temporal (transition) words. • I will write a story with closure. (conclusion)	Narrative Recount Event Include Details Transition Conclusion Closure Temporal words	http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html?tab=2#tabs <i>Is That a Fact?</i> , p 187-209 <i>Small Moments</i> <i>Appendix A:</i> <i>Appendix C:</i> <i>GRW:</i> <i>CL:</i>			Refer to <i>Journeys</i> Lessons 1-4 Narrative

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WEEK 5

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<u>Phonemic Awareness</u> J-L4	<u>Weekly Plan T284-T285</u> J-L4	(OPTIONAL) <u>Weekly Tests</u>
CC.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).	<ul style="list-style-type: none"> • I will use words and phrases learned through talking. • I will use words and phrases learned through reading. • I will use words and phrases learned through being read to. • I will use words and phrases learned through responding to texts. • I will use adjectives to describe. • I will use adverbs to describe. 	Phrases Adjectives Adverbs Responding to texts	IRA2-3	Segment, Substitute Phonemes Sort Phonemes TARGETED VOCABULARY & STRATEGIES STRATEGY: Context Clues WORD CARDS Cards 25-32 TARGET VOCABULARY: insects, dangerous, scare, sticky, rotten, screaming, breeze, judge	<u>Day 1</u> T291 <u>Day 2</u> T303 <u>Day 3</u> T327 <u>Day 4</u> T337 <u>Day 5</u> T347 <u>Weekly Plan T284-T285</u> <u>Day 1 Daily Vocabulary Boost</u> T291 Read Aloud "Bats: Beastly or Beautiful" T292-T293 CLLG: p. 47 Projectable 4.1 (Model Oral Fluency) Introduce Vocabulary T294-T295 <u>Day 2 Daily Vocabulary Boost</u> T303 Develop Background T306-T307 "Spiders" <u>Day 3 Daily Vocabulary Boost</u> T327 <u>Day 4 Daily Vocabulary Boost</u> T337 Vocabulary Strategies T342-T343 Projectable 4.9 (Context Clues) PB: Vol. 1, p. 57 <u>Day 5 Daily Vocabulary Boost</u> T347	T354 4.2-4.4

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WEEK 5

Word Work/Phonics				Phonics	Weekly Plan T284-T285	(OPTIONAL) Weekly Tests
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> I will distinguish long and short vowels in one syllable words. 	Distinguish Syllable Vowels	<i>PTR:</i> p.105-127 <i>WJ:</i> <i>WTW:</i>	J-L4 Long Vowels <i>o, u, e</i> Sounds for <i>g</i>	J-L4 <u>Day 1</u> T296-T298 Long Vowels <i>o, u, e</i> PB: Vol. 1, p. 46 Decodable Reader "A Bed of Roses" <u>Day 2</u> T304-T305 Long Vowels <i>o, u, e</i> PB: Vol. 1, p. 48 <u>Day 3</u> T328-T329 Sounds for <i>g</i> PB: Vol. 1, p. 53 <u>Day 4</u> T338-T339 Review <u>Day 5</u> T354 Assessment	T354 4.8-4.11
Comprehension				Comprehension	Main Selection	(OPTIONAL) Weekly Tests
CC.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (This standard is the <i>Focus Wall target skill</i> for the week.) (This Standard is the Focus Wall <i>target skill</i> for the week.)	<ul style="list-style-type: none"> I will describe how the beginning introduces the story. I will describe how the ending concludes the action. I will describe the beginning, middle, and end of the story. 	Describe Action Concludes	http://www.busyteacher.scafe.com/worksheets/reading/Parts%20of%20a%20Story.pdf <i>IRA2-3:</i> p. 95-100	J-L4 Skill: Cause and Effect Strategy: Summarize Genre: Humorous Fiction/Fable Fluency: Intonation	J-L4 "Diary of a Spider" T310-T322 SB: p. 90-113 CLLG: p. 46 Introduce: Cause and Effect; Summarize T308-T309 Projectable 4.4 PB: Vol. 1, p. 49 Develop Comprehension T312-T321 Projectables 4.5a, 4.5b, 4.5c, 4.5d Deepen Comprehension T332-T333 Projectable 4.8 (T-Map: Identify & Infer Cause & Effect) PB: Vol. 1, p. 54 AL: cause, effect <u>Connect To</u> "A Swallow and a Spider" Genre: Fable T340-T341; SB: p.114-117 MC: T341 CLLG: p. 47	T355 4.5-4.7 <u>Optional Unit Assessment:</u> Benchmark and Unit Test Unit 1 (Arkansas Benchmark and Unit Test)
CC.RL.2.3 Describe how characters in a story respond to major events and challenges. . (The <i>rigor</i> of this entire standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will describe how characters in a story respond to major events and challenges. 	Major events Challenges Characters Respond	<i>GRW:</i> <i>STW2:</i> p. 94-97	Essential Question: What might cause a story character to change?		

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WEEK 5

<p>CC.RL.2.6 <u>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</u></p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will recognize the different points of view of characters. • I will speak in a different voice for each character when reading dialogue aloud. 	<p>Point of view Dialogue Characters Voice Actions Thoughts Text</p>	<p>http://www.readwritethink.org/classroom-resources/printouts/character-30199.html IRA2-3: p. 121-124</p>			
<p>CC.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.</p>	<ul style="list-style-type: none"> • I will use information gained from illustrations and words. • I will demonstrate understanding of characters, setting, or plot. 	<p>Illustrations Characters Setting Plot Demonstrate</p>	<p>STW: p. 141-142 GRW</p>			
Spelling				J-L4	Long Vowels o, u	
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will use reference materials to check my spelling. 	<p>Reference materials</p>	<p>http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW:</p>		<p>Weekly Plan T284-T285 J-L4 Day 1 T300 Teach the Principle/Pretest Day 2 T324 Teach/Word Sort Day 3 T334 Segment Sounds/Build Words Day 4 T344 Connect to Writing PB: Vol. 1, p. 58 Day 5 T350 Assessment</p>	<p>Weekly Tests T350 Spelling Assessment</p>
Grammar				Grammar J-L4	Nouns	
<p>CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.2.1a Use <u>collective</u> nouns (e.g., group).</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will use collective nouns. 	<p>Collective nouns</p>	<p>http://www.readingrockets.org/article/27876/ http://www.ncrlc.org/essentials/grammar/grindex.htm MM2-3:</p>	<p>AL: noun</p>	<p>Weekly Plan T284-T285 J-L4 Day 1 T300 Nouns for People & Animals Projectable 4.2 PB: Vol. 1, p. 47 Day 2 T325 Nouns for Places & Things</p>	<p>(OPTIONAL) Weekly Tests T355 4.12-4.14</p>

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WEEK 5

<p>CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>(The <u>entire standard</u> is not addressed in this Journeys lesson.)</p>	<ul style="list-style-type: none">• I will use irregular plural nouns.	<p>Irregular plural nouns</p>	<p>http://www.readingrockets.org/article/27876/ http://www.ncrlc.org/essentials/grammar/grindex.htm MM2-3 WTW WJ</p>		<p>Projectable 4.6 PB: Vol. 1, p. 51 Day 3 T334 Names for People, Animals, Places & Things PB: Vol. 1, p. 56 Day 4 T344 Spiral Review: Possessive Pronouns PB: Vol. 1, p. 59 Day 5 T350-T351 Review: What is a Noun? Connect to Writing: Word Choice PB: Vol. 1, p. 60</p>
<p>CC.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>(This standard is only addressed in the Connect to Writing portion of grammar.)</p>	<ul style="list-style-type: none">• I will produce complete simple and compound sentences.• I will expand complete simple and compound sentences.• I will rearrange complete simple and compound sentences.	<p>Produce Expand Complete Simple Compound</p>	<p>MM2-3 TDC: p. 57-58</p>		
Writing					
<p>CC.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.</p>	<ul style="list-style-type: none">• I will write a narrative that recounts an event.• I will add details to describe actions, thoughts and feelings.• I will use temporal (transition) words.• I will write a story with closure. (conclusion)	<p>Narrative Recount Event Include Details Transition Conclusion Closure Temporal words</p>	<p>http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html?tab=2#tabs <i>Is That a Fact?</i>, p 187-209 <i>Small Moments</i> <i>Appendix A:</i> <i>Appendix C:</i> <i>GRW:</i> <i>CL:</i></p>	<p>Choose appropriately from the lessons.</p> <p>Refer to <i>Journeys</i> Lessons 1-4</p> <p>Narrative</p>	

Week 6: District Dyslexia & DRA Assessment Window

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J-L5 Segment Phonemes TARGETED VOCABULARY & STRATEGIES STRATEGY: Base Words and Endings –ed, -ing WORD CARDS Cards 33-40 TARGET VOCABULARY: wonderful, noises, quiet, sprinkled, share, noticed, bursting, suddenly	Weekly Plan T382-T383 J-L5 <u>Day 1</u> T389 <u>Day 2</u> T401 <u>Day 3</u> T425 <u>Day 4</u> T433 <u>Day 5</u> T443 Weekly Plan T382-T383 <u>Day 1</u> Daily Vocabulary Boost T389 Read Aloud "Lester" T390-T391 CLLG: p. 49 Projectable 5.1 Target Vocabulary T392-T393 <u>Day 2</u> Daily Vocabulary Boost T401 Develop Background T404-T405 "Classroom Pets" <u>Day 3</u> Daily Vocabulary Boost T425 <u>Day 4</u> Daily Vocabulary Boost T433 Vocabulary Strategies T438-T439 Projectable 5.9 (Word Endings –ed, -ing) PB: Vol. 1, p. 72 <u>Day 5</u> Daily Vocabulary Boost T443	(OPTIONAL) <u>Weekly Tests</u> T450 5.2-5.4
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (Refer to FSPS Vocabulary Instruction Guidelines K-6)	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	Glossaries Dictionaries	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english BWL:			
CC.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).	<ul style="list-style-type: none"> I will use words and phrases learned through talking. I will use words and phrases learned through reading. I will use words and phrases learned through being read to. I will use words and phrases learned through responding to texts. I will use adjectives to describe. I will use adverbs to describe. 	Phrases Adjectives Adverbs Responding to texts	IRA2-3			
Word Work/Phonics				Phonics J-L5 Consonant Blends with r, l, s	Weekly Plan T382-T383 J-L5 <u>Day 1</u> T394-T397 Consonant Blends r, l, s PB: Vol. 1, p. 61 Decodable Reader "Flint Cove Clambake" <u>Day 2</u> T402-T403 Consonant Blends r, l, s	(OPTIONAL) <u>Weekly Tests</u> T450 5.8-5.9
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.						

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WEEK 7

					PB: Vol. 1, p. 63 <u>Day 3</u> T426 Cumulative Review PB: Vol. 1, p. 68 <u>Day 4</u> T434-T435 Review <u>Day 5</u> T450 Assessment	
Comprehension				Comprehension J-L5 Skill: Story Structure Strategy: Visualize Genre: Realistic Fiction/Informational Text Fluency Phrasing: Punctuation Essential Question: What clues tell you where and when a story takes place?	Main Selection J-L5 “Teacher’s Pets” Genre: Realistic Fiction T408-T420; SB: p.126-148 CLLG: p. 48 Introduce: Story Structure; Visualize T406-T407 Projectable 5.4 PB: Vol. 1, p. 64 Develop Comprehension T410-T419 Projectables 5.5a, 5.5b, 5.5c, 5.5d (Story Map) Deepen Comprehension T428-T429 Projectable 5.8 (Story Map: Story Structure) PB: Vol. 1, p. 69 AL: characters, setting, plot, retell Connect To “See Westburg by Bus” Genre: Informational Text T436-T437; SB: p.150-153 MC: T437 CLLG: p.49	(OPTIONAL) Weekly Tests T451 5.5-5.7
CC.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (This standard is the Focus Wall <u>target strategy</u> for the week.)	<ul style="list-style-type: none">• I will describe how the beginning introduces the story.• I will describe how the ending concludes the action.• I will describe the beginning, middle, and end of the story.	Describe Action Concludes	http://www.busyteacherscafe.com/worksheets/reading/Parts%20of%20a%20Story.pdf IRA2-3: p. 95-100			
CC.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. (This standard is the Focus Wall <u>target skill</u> for the week.)	<ul style="list-style-type: none">• I will use information gained from illustrations and words.• I will demonstrate understanding of characters, setting, or plot.	Illustrations Characters Setting Plot Demonstrate	STW: p. 141-142 GRW:			
CC.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. (This standard is only addressed in the Your turn section of Journeys.).	<ul style="list-style-type: none">• I will describe how characters in a story respond to major events and challenges. I will recount stories, including fables and folktales.	Fable Diverse Culture Determine Message Moral Folktales	STW: p. 181-182,198 CT: Lessons 16-17			
CC.RL.2.3 Describe how characters in a story respond to major events and challenges	<ul style="list-style-type: none">• I will determine the central message or moral of the story.	Major events Challenges Characters Respond	GRW STW2: p. 94-97			
CC.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none">• I will describe how words and phrases supply rhythm and meaning in text.	Poems Songs	Poetry: PTPP: p. 11-29			

Grammar				Irregular Plural Nouns	Teacher Selected Materials
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	I will use irregular plural nouns.	Irregular plural nouns	http://www.readingrockets.org/article/27876/ http://www.nclrc.org/essentials/grammar/grindex.htm MM2-3 WTW WJ		
Writing				Choose appropriately from the lessons. Refer to <i>Journeys</i> Lessons 1-4 Narrative	
CC.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.	<ul style="list-style-type: none"> I will write a narrative that recounts an event. I will add details to describe actions, thoughts and feelings. I will use temporal (transition) words. I will write a story with closure. (conclusion) 	Narrative Recount Event Include Details Transition Conclusion Closure Temporal words	http://www.readwritethink.org/professional-development/strategic-guides/shared-writing-30686.html?tab=2#tabs Is That a Fact?, p 187-209 Small Moments Appendix A: Appendix C: GRW: CL:		

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WEEK 8 -9

READING WORKSHOP: WHOLE GROUP LESSONS						
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher Selected Materials for Vocabulary Study During Research Connections		
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (Refer to FSPS Vocabulary Instruction Guidelines K-6)	<ul style="list-style-type: none">I will use glossaries and dictionaries to understand or explain the meaning of words and phrases.	Glossaries Dictionaries	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english BWL:			
Word Work/Phonics				Phonics J-L6 Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i>	Weekly Plan T6-T7 J-L6 Day 1 T18-T21 Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i> PB: Vol. 1, p. 76 Decodable Reader "A Job for Bob" Day 2 TT26-T27 Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i> PB: Vol. 1, p. 78 Day 3 T46 Cumulative Review Day 4 T54-T55 Review Day 5 T70 Assessment	J-L6 (OPTIONAL) Weekly Tests T70 6.6-6.7
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3f Recognize and read grade appropriate irregularly spelled words. (Refer to FSPS Ongoing CCSS for Grade 2)	<ul style="list-style-type: none">I will recognize and read irregularly spelled words.	Recognize Irregularly	TRS: Chapter 7 PTR: WTW: WJ:			
Comprehension: Research Connections				Teacher Selected Materials for Research Connections		
<ul style="list-style-type: none">Teacher may choose standards that best match the research connections genre.Refer to FSPS Research Connections Criteria						
Spelling				Spelling J-L6 Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i>	Weekly Plan T6-T7 J-L6 Day 1 T22 Teach the Principle/Pretest Day 2 T42 Teach/Sort Day 3 T50 Segment Sounds/Build Words Day 4 T60 Connect to Writing PB: Vol. 1, p. 88 Day 5 T66 Assessment	Weekly Tests T66 Spelling Assessment
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e <u>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</u> (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none">I will use reference materials to check my spelling.	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW:			

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WEEK 8 -9

Grammar				J-L6	Weekly Plan T6-T7
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	<ul style="list-style-type: none">I will use irregular plural nouns.	Irregular-plural nouns	http://www.readingrockets.org/article/27876/ http://www.ncrlc.org/essentials/grammar/grindex.htm MM2-3: WTW: WJ:	More Plural Nouns AL: plural nouns	J- L6 <u>Day 1</u> T22 Adding –es to Nouns Projectable 6.2 PB: Vol. 1, p. 77 <u>Day 2</u> T42 Nouns That Change Spelling Projectable 6.6 PB: Vol. 1, p. 82 <u>Day 3</u> T50 More Nouns That Change Spelling <u>Day 4</u> T60 Spiral Review: Parts of a Sentence PB: Vol. 1, p. 89 <u>Day 5</u> T66-T67 Review: More Plural Nouns Connect to Writing: Sentence Fluency PB: Vol. 1, p. 90
Writing				Correlate Writing Piece/Product to Research Topic	
CC.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none">I will participate in writing projects.	Recall Experiences Gather	http://kids.britannica.com/ IW: Chapter 11		

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The following standards are minimally addressed in 1st Quarter. To ensure adequate coverage, incorporate these standards in whole group lessons, small group instruction or literacy work station activities when possible. L.2.1a, L.2.2b, L.2.5b

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<u>Phonemic Awareness</u> J-L6 Identify Phoneme's	J-L6 Weekly Plan T6-T7 <u>Day 1</u> T13 <u>Day 2</u> T25 <u>Day 3</u> T45 <u>Day 4</u> T53 <u>Day 5</u> T63 Weekly Plan T6-T7 <u>Day 1 Daily Vocabulary</u> Boost T13 Read Aloud "City Life Is for the Birds" T14 -T15 CLLG: p. 51 Projectable 6.1 (Model Oral Fluency) Introduce Vocabulary T16-T17 <u>Day 2 Daily Vocabulary</u> Vocabulary Boost T25 Develop Background T28-T29 <u>Day 3 Daily Vocabulary</u> Boost T45 <u>Day 4 Daily Vocabulary</u> Boost T53 Vocabulary Strategies T58-T59 Projectable 6.10 (Prefixes <i>un-</i> & <i>re-</i>) PB: Vol. 1, p. 87 <u>Day 5 Daily Vocabulary</u> Boost T63	(OPTIONAL) Weekly Tests T70 6.2-6.3
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> I will use context clues to determine meaning of a word or phrase. 	Context clues Phrases	<i>BWL</i> TRS: p. 541-544			
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.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). (This standard is only addressed on Day Four of Daily Language.)	<ul style="list-style-type: none"> I will determine the meaning of the new word formed when a prefix is added. 	Prefix Determine	TRS: p. 491-493	TARGETED VOCABULARY & STRATEGIES STRATEGY: Base Words & Prefixes <i>un-, re-</i> WORD CARDS Cards 41-48 TARGET VOCABULARY: shaped, branches, pond, beaks, deepest, break, hang, winding		
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	Glossaries Dictionaries	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english <i>BWL</i>			

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Word Work/Phonics				Phonics J-L7	J-L7 <u>Weekly Plan T98-T99</u>	(OPTIONAL)
<p>CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.RF.2.3f Recognize and read grade appropriate irregularly spelled words.</p> <p>(Refer to FSPS Ongoing CCSS)</p>	<ul style="list-style-type: none"> I will recognize and read irregularly spelled words. 	<p>Recognize Irregularly</p>	<p><i>TRS</i>: Chapter 7 <i>PTR</i> <i>WTW</i> <i>WJ</i></p>	<p>Double Consonants and <i>ck</i></p> <p>Double Consonants (CVC)</p>	<p><u>Day 1</u> T110-T112 Double Consonants & <i>ck</i> PB: Vol. 1, p. 91 Decodable Reader "Jill & Mack" <u>Day 2</u> T118-T119 Double Consonants & <i>ck</i> PB: Vol. 1, p. 93 <u>Day 3</u> T142-T143 Words with Double Consonants (CVC) PB: Vol. 1, p. 98 <u>Day 4</u> T152-T153 Review <u>Day 5</u> T168 Assessment</p>	<p>Weekly Tests T168 7.8-7.11</p>
Comprehension				Comprehension J-L6	J-L6 <u>Main Selection</u> "Animals Building Homes"	(OPTIONAL)
<p>CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>(This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)</p>	<ul style="list-style-type: none"> I will know and use text features to locate key facts or information in a text. 	<p>Text features Key facts Captions Bold print Subheading Glossaries Indexes Electronic Menus Icons</p>	<p>http://www.hollyridge2.com/2011/04/nonfiction-text-features-jeopardy.html <i>CT</i>: Lessons 2 and 3 <i>Weekly Reader</i> <i>Time For Kids</i> <i>Spigot.com</i></p>	<p>Skill: Text and Graphic Features</p> <p>Strategy: Question</p> <p>Genre: Informational Text/Play</p> <p>Fluency: Expression</p> <p>Essential Question: How can chapter headings help you?</p>	<p>Genre: Informational Text T32-T41; SB: p. 166-181 CLLG: p. 50 Introduce: Text and Graphic Features; Question T30-T31 Projectable 6.4 PB: Vol. 1, p. 79 Develop Comprehension T34-T39 Projectables 6.5a, 6.5b (Column Chart) Deepen Comprehension T48-T49 Projectable 6.8</p>	<p>Weekly Tests T71</p> <p>6.4-6.5</p> <p>Optional Unit Assessment: Benchmark and Unit Test Unit 2 (Arkansas Benchmark and Unit Test)</p>
<p>CC.RL.2.1 Ask and answer such questions who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)</p> <p>(Refer to FSPS Ongoing Standards for Grade 2.)</p>	<ul style="list-style-type: none"> I will ask who, what, where, when, why and how questions. I will answer who, what, where, when, why, and how questions. 	<p>Demonstrate Key details</p>	<p><i>STW</i>: p. 17-18, 110-122, 177 <i>IRA2-3</i>: p. 5 <i>CT</i>: Lessons 8-11 <i>RP</i></p>			

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<p>CC.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will identify the main topic of a multi-paragraph text. • I will identify the focus of specific paragraphs within the text. 	Multi-paragraph Identify Topic Specific	http://www.learningbridges.com/NewslettersArticle.aspx?ArticleID=96 NRP: Chapter 5		<p>(T-Map: Use Text & Graphic Features) PB: Vol. 1, p. 84</p> <p>AL: graphic features, text features, boldface print</p> <p>Connect To “Hiding at the Pond” Genre: Play T56-T57; SB: p.182-185 MC: T57 CLLG: p. 51</p>	
<p>CC.RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will determine the meaning of words and phrases in a text or topic. 	Text Topic	GR: p. 163-166 WJ BWL			
<p>CC.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will identify the main purpose of a text. • I will identify what the author wants to answer, explain, or describe. 	Identify Main purpose Text	NRP: Chapter 5 STW2			
<p>CC.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will compare the most important points between two texts on the same topic. • I will contrast the most important points between two texts on the same topic. 	Compare Contrast Points Text	http://21centurylibrarian.ning.com/group/lc5790childrenslit/forum/topics/compare-and-contrast-of-xg_source=activity			
Spelling				Spelling J-L7	J-L7 Weekly Plan T98-T99	Weekly Tests T164
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2d Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil)</p> <p>(Refer to FSPS Ongoing CCSS Grade 2.)</p>	<ul style="list-style-type: none"> • I will use generalized spelling patterns when writing words. 	Spelling patterns	WJ WTW MM2-3: p. 47-52, 81-96	Double Consonants and ck	Day 1 T114 Teach the Principle/Pretest Day 2 T138 Teach/Word Sort Day 3 T148 Segment Sounds/ Build words Day 4 T158 Connect to	Spelling Assessment

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					Writing PB: Vol. 1, p. 103 Day 5 T164 Spelling Assessment	
Grammar				Grammar J-L7	J-L7 Weekly Plan T98-T99	(OPTIONAL) Weekly Tests T169 7.12-7.14
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1a Use <u>collective nouns</u> (e.g., group). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will use collective nouns. 	Collective nouns	http://www.readingrockets.org/article/27876/ http://www.nclrc.org/essentials/grammar/grindex.htm MM2-3:	Proper Nouns	Day 1 T114 Names for People & Animals Projectable 7.2 PB: Vol. 1, p. 92 Day 2 T138 Names for Places Projectable 7.6 PB: Vol. 1, p. 97 Day 3 T148 Writing Proper Nouns PB: Vol. 1, p. 101 Day 4 T158 Spiral Review: Complete Sentences PB: Vol. 1, p. 104 Day 5 T164-T165 Review: Proper Nouns Connect to Writing: Word Choice PB: Vol. 1, p. 105	
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (This standard is only addressed Day 3 and 4 of grammar.)	<ul style="list-style-type: none"> I will use irregular plural nouns. 	Irregular-plural nouns	http://www.readingrockets.org/article/27876/ http://www.nclrc.org/essentials/grammar/grindex.htm MM2-3 WTW WJ			
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1f <u>Produce, expand, and rearrange complete simple and compound sentences</u> (e.g., <u>The boy watched the movie; the little boy watched the movie; The action movie was watched by the little boy.</u>) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will produce complete simple and compound sentences. I will expand complete simple and compound sentences. I will rearrange complete simple and compound sentences. 	Produce Expand Complete Simple Comprehend	MM2-3 TDC: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.nclrc.org/essentials/grammar/grindex.htm			

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Writing				Writing J-L6	J-L6 Weekly Plan T6-T7	(OPTIONAL) Writing Trait Scoring Rubric T69
CC.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.	<ul style="list-style-type: none"> • I will write to inform/explain by introducing a topic. • I will write to inform/explain by using facts and definitions to develop points. • I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding Statement Topic	.	<p>Write to Inform: Informational Paragraph</p> <p>Focus Trait: Ideas</p>	<p>Day 1 T23 Introduce the Model: Informational Paragraph Projectable 6.3 (Writing Model: Informational Paragraph)</p> <p>Day 2 T43 Focus Trait: Ideas (Main Idea & Supporting Details) PB: Vol. 1, p. 82</p> <p>Day 3 T51 Using Facts as Supporting Details Projectable 6.9</p> <p>Day 4 T61 Topic Sentences Projectable 6.11 (Drafting an Informational Paragraph)</p> <p>Day 5 T68-T69 Revise & Edit (Ideas) Projectable 6.12 (Revising Sean's Draft)</p>	<p>Optional Weekly Writing Prompt: <i>Tell how nature lets you know that winter is coming.</i></p> <p>Write three or more sentences to tell whether you think the author of "Animals Building Homes" helped you better understand how animals build homes. <i>(reference Journeys writing rubric before lesson 6 Focus Wall)</i></p>

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J-L8	J-L8 Weekly Plan T196-T197	(OPTIONAL) Weekly Tests T262 8.7-8.9
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> I will use context clues to determine meaning of a word or phrase. 	Context clues Phrases	BWL TRS: p. 541-544	Substitute Phonemes Syllables in Spoken Words	Day 1 T202-T203 DL Substitute Phonemes Day 2 T214-T215 DL Substitute Phonemes Day 3 T234-T235 DL Syllables in Spoken Words Day 4 T244-T245 DL Syllables in Spoken Words Day 5 T254-T255 Syllables in Spoken Words AL: phonemes, syllables Weekly Plan T196-T197 Day 1 Daily Vocabulary Boost T203	
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4b Determine the meaning of the new word formed when a known <u>prefix</u> is added to a known word (e.g., happy/unhappy, tell/retell). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will determine the meaning of the new word formed when a prefix is added. 	Prefix Determine	TRS: p. 491-493	TARGETED VOCABULARY & STRATEGIES STRATEGY: Compound Words WORD CARDS: Cards 57-64	Read Aloud "Floods: Dangerous Water" T204-T205 CLLG: p. 55 <ul style="list-style-type: none"> Projectable 8.1 (Read Aloud: Model Oral Fluency) Day 1 Introduce Vocabulary T206-T207	
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>). (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> I will use the meaning of individual words to predict the meaning of compound words. 	Predict Compound words	BWL	TARGET VOCABULARY beware, damage, bend, flash, pounding, prevent, reach, equal		

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<p>CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e <u>Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</u></p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	<p>Glossaries Dictionaries</p>	<p>BWL http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english</p>		<p>Day 2 Daily Vocabulary Boost T215 Develop Background T218-T219 Storm Warning” Day 3 Daily Vocabulary Boost T235 Day 4 Daily Vocabulary Boost T245 Vocabulary Strategies T250-T251 <ul style="list-style-type: none"> Projectable 8.10 (Compound Words) PB: Vol. 1, p. 117 Day 5 Daily Vocabulary Boost T255</p>	
Word Work/Phonics						
<p>CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3f Recognize and read grade appropriate irregularly spelled words.</p> <p>(Refer to FSPS Ongoing CCSS)</p>	<ul style="list-style-type: none"> I will recognize and read irregularly spelled words. 	<p>Recognize Irregularly</p>	<p>TRS: Chapter 7 PTR WTW WJ</p>	<p align="center">Phonics J-L8</p> <p>Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i></p> <p>Base Words and Endings <i>-s, -ed, -ing</i></p>	<p>J-L8 Weekly Plan T196-T197 Day 1 T208-T210 Words with Consonant Digraphs <i>th, sh, wh, ch, tch, and ph</i> PB: Vol. 1, p. 106 Decodable Reader “Splish! Splash! Whales” T211 Day 2 T216-T217 Words with Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> Instructional Routine 3 PB: Vol. 1, p. 108 Day 3 T236-T237 Base Words and Endings <i>-s, -ed, -ing</i> PB: Vol.1, p 113 Decodable Reader “Drifting Up, Up, Up” T239 Day 4 T246 Review Base Words and Endings <i>-s, -ed, -ing</i></p>	<p>(OPTIONAL) Weekly Tests T71</p> <p>6.4-6.5</p> <p>Optional Unit Assessment: Benchmark and Unit Test Unit 2 (Arkansas Benchmark and Unit Test)</p>

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					<ul style="list-style-type: none"> T247 Review Words with Consonant Digraphs; Double Consonants and <i>ck</i> Day 5 T262 Assessment	
Comprehension				Comprehension	J-L 8 Main Selection "Super Storms" Genre: Informational Text T222-T230; SB: p. 230-244 CLLG: p.54 Day 2 Introduce Comprehension T220-T221 Main Ideas and Details; Visualize <ul style="list-style-type: none"> Projectable 8.4(Main Ideas & Details: Visualize) PB: Vol. 1, p. 109 AL: main idea, supporting detail, topic, visualize Develop Comprehension T224-T229 <ul style="list-style-type: none"> Projectables 8.5a, 8.5b, 8.5c (Web) Your Turn T231 Day 3 Deepen Comprehension T240-T241 Main Ideas & Details <ul style="list-style-type: none"> Projectable 8.8 (Web: 	(OPTIONAL) Weekly Tests T263 8.2-8.6
CC.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> I will identify the main topic of a multi-paragraph text. I will identify the focus of specific paragraphs within the text. 	Multi-paragraph Identify Topic Specific	NRP: Chapter 5 http://www.learningbridges.com/NewsletterArticle.aspx?ArticleID=96	Skill: Main Ideas and Details Strategy: Visualize Genre: Informational Text/Poetry Fluency: Rate Essential Question: How do you know what a story is mostly about?		
CC.RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, <u>poem, or song</u> . (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will determine the meaning of words and phrases in a text or topic. 	Text Topic	GR: p. 163-166 WJ			
CC.RI.2.5 <u>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</u> (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will know and use text features to locate key facts or information in a text. 	Text features Key facts Captions Bold print Subheading Glossaries Indexes Electronic Menus Icons	CT: Lessons 2 and 3 Weekly Reader Time for Kids Spigot.com http://www.hollyridge2.com/2011/04/nonfiction-text-features-jeopardy.html			

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<p>CC.RI.2.6 <u>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</u></p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will identify the main purpose of a text. 	<p>Identify Main purpose Text</p>	<p><i>NRP</i>: Chapter 5 <i>STW2</i></p>		<p>Infer Main Ideas) PB: Vol. 1, p. 114 AL: infer, main idea, supporting detail, topic, Day 4 Connect To “Weather Permits” T248-T249 Genre: Poetry MC: T249 CLLG: p.55 Connect to Poetry</p>	
<p>CC.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<ul style="list-style-type: none"> I will identify the main purpose of a text. 	<p>Text Explain Image</p>	<p><i>NRP</i>: p. 78</p>			
Spelling				Spelling J-L8		
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2d Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil)</p> <p>(Refer to FSPS Ongoing Standards for Grade 2).</p>	<ul style="list-style-type: none"> I will use generalized spelling patterns when writing words. 	<p>Spelling patterns</p>	<p><i>WJ</i> <i>WTW</i> <i>MM2-3</i>: p. 47-52, 81-96</p>	<p>Words with <i>th, sh, wh, ch, tch</i></p>	<p>J-L8 Weekly Plan T196-T197 Day 1 T212 Teach the Principle/Pretest Day 2 T232 Teach/Word Sort Day 3 T242 Segment Sounds/Build Words Day 4 T252 Connect to Writing PB: Vol. 1, p. 118 Day 5 T258 Assessment</p>	<p>Weekly Test T258</p> <p>Spelling Assessment</p>
Grammar				Grammar J-L8		
<p>CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1f <u>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.)</u></p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will produce complete simple and compound sentences. I will expand complete simple and compound sentences. I will rearrange complete simple and compound sentences. 	<p>Produce Expand Complete Simple Comprehend</p>	<p><i>MM2-3</i> <i>TDC</i>: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.nclrc.org/essentials/grammar/grindex.htm</p>	<p>What is a Verb?</p>	<p>J-L8 Weekly Plan T196-T197 Day 1 T212 Action Verbs Projectable 8.2 PB: Vol. 1, p. 107 Day 2 T232 Action Verbs and Subjects Projectable 8.6 PB: Vol. 1, p. 111 Day 3 T242 Action Verbs in Sentences PB: Vol. 1, p. 116 Day 4 T252 Spiral Review: PB: Vol. 1, p. 119 Day 5 T258-T259 Weekly Review: What is a Verb? Connect to Writing: Word Choice PB: Vol. 1, p. 120</p>	<p>(OPTIONAL)</p> <p>Weekly Tests T263</p> <p>8.18-8.19</p>

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Writing				Writing J-L7	J-L7 Weekly Plan T98-T99	Writing Trait Scoring Rubric T167
CC.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.	<ul style="list-style-type: none"> • I will write to inform/explain by introducing a topic. • I will write to inform/explain by using facts and definitions to develop points. • I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding statement Topic	<i>Is That a Fact?</i> <i>NW: PR</i> <i>NCL</i> <i>SYW</i> <i>GRW</i> Appendix A Appendix C	Write to Inform: Summary Paragraph Focus Trait: Organization	Day 1 T115 Introduce the Model: Summary Paragraph Projectable 7.3 (Writing Model: Summary Paragraph) PB: Vol. 1, p. 92 Day 2 T139 Focus Trait: Organization PB: Vol. 1, p. 97 Day 3 T149 Prewrite: Main Ideas Projectable 7.9 Day 4 T159 Draft: Sentence Fluency Projectable 7.11 (Drafting a Summary Paragraph) Day 5 T166-T167 Revise & Edit: Organization Projectable 7.12 (Revising Kayla's Draft)	Optional Weekly Writing Prompt: Write about the sounds you might hear on a walk through a big garden. Write three or more sentences to tell what Mommy means when she says, "These are better than flowers." <i>(reference Journeys writing rubric before lesson 7 Focus Wall)</i>

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Vocabulary/Daily Language				Teacher Selected Materials for Vocabulary Study		
<p>CC.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>(Refer to FSPS Vocabulary Instruction Guidelines K-6)</p>	<ul style="list-style-type: none"> • I will use words and phrases learned through talking. • I will use words and phrases learned through reading. • I will use words and phrases learned through being read to. • I will use words and phrases learned through responding to texts. • I will use adjectives to describe. • I will use adverbs to describe. 	<p>Phrases Adjectives Adverbs Responding to texts</p>				

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Word Work/Phonics				Phonics	J-L9 Weekly Plan T290-T291	
<p>CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.RF.2.3d Decode words with common prefixes and <u>suffixes</u>.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will decode words with common prefixes and suffixes. 	<p>Decode Prefixes Suffixes</p>	<p><i>WJ</i> <i>WTW</i> <i>BWL</i></p>	<p>J-L9</p> <p>Base Words and Endings -ed, -ing</p> <p>CV Syllable Pattern</p>	<p>Day 1 T302-T304 Base Words & Endings –ed, -ing PB: Vol. 1, p. 121 Decodable Reader “Maybe So” T305 Day 2 T310-T311 Base Words & Endings –ed, -ing PB: Vol. 1, p. 123 Day 3 T334-T335 Words with the CV Syllable Pattern PB: Vol. 1, p. 128 Decodable Reader “Racing Away!” T337 Day 4 T344 Review Words with the CV Syllable Pattern T345 Review Consonant Digraphs and Base Words and Endings –ed, -ing Day 5 T360 Assessment</p>	
Comprehension				Comprehension/Fluency	Teacher Selected Materials for Read-Aloud	
<p>CC.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>(This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.</p>	<ul style="list-style-type: none"> I will describe how the beginning introduces the story. I will describe how the ending concludes the action. I will describe the beginning, middle, and end of the story. 	<p>Describe Action Concludes</p>	<p>http://www.busyteacherscave.com/worksheets/reading/Parts%20of%20a%20Story.pdf IRA2-3: p. 95-100</p>	<p>Skill: Conclusions</p> <p>Strategy: Analyze/Evaluate</p>		

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<p>CC.RL.2.7 Use the information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)</p>	<ul style="list-style-type: none"> • I will use information gained from illustrations and words. • I will demonstrate understanding of characters, setting, or plot. 	<p>Illustrations Characters Setting Plot Demonstrate</p>	<p>STW: p. 141-142 GRW:</p>		
<p>CC.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.</p>	<ul style="list-style-type: none"> • I will recount stories, including fables and folktales. • I will determine the central message or moral of the story. 	<p>Fable Diverse Culture Determine Message Moral Folktales</p>	<p>STW: p. 181-182, 198 CT: Lessons 16-17</p>		
<p>CC.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.</p>	<ul style="list-style-type: none"> • I will compare and contrast two or more versions of the same story by different authors. • I will compare and contrast two or more versions of the same story from different cultures. 	<p>Compare Contrast Versions Culture</p>	<p>http://www.readwritethink.org/classroom-resources/lesson-plans/comparing-fiction-nonfiction-with-889.html?tab=4 GRW</p>		
Spelling				Spelling	
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2d Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil)</p> <p>(Refer to FSPS Ongoing Standards for Grade2.)</p>	<ul style="list-style-type: none"> • I will use generalized spelling patterns when writing words. 	<p>Spelling patterns</p>	<p>WJ WTW MM2-3: p. 47-52, 81-96</p>	<p>J-L9</p> <p>Base Words with Endings -ed, -ing</p>	<p>J-L9 Weekly Plan T290-T291</p> <p>Day 1 T306 Teach the Principle/Pretest Day 2 T330 Teach/Word Sort Day 3 T340 Segment Sounds/Build Words Day 4 T350 Connect to Writing PB: Vol. 1, p. 133 Day 5 T356 Assessment</p>
					<p>Weekly Tests T356</p> <p>Spelling Assessment</p>

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Grammar				Grammar		
<p>CC.L.2.1.d Form and use the past tense of frequently occurring irregular verbs.</p> <p>(This is the FSPS Grammar Focus for the week.)</p>	<ul style="list-style-type: none"> I will use irregular verbs to show past tense. 	Irregular Past Verbs	<p>MI http://www.readingrockets.org/article/27876/ http://www.readwritethink.org/classroom-resources/lesson-plans/sentence-quest-using-parts-6.html?tab=1#tabs http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</p>	Irregular Past Tense Verbs	Teacher Selected Materials for Grammar Study	
Writing				Writing J-L8	<p>J-L8 Weekly Plan T196-T197</p>	<p>(OPTIONAL) Daily Writing Prompts T196-T197</p>
<p>CC.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.</p>	<ul style="list-style-type: none"> I will write to inform/explain by introducing a topic. I will write to inform/explain by using facts and definitions to develop points. I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding statement Topic	<p><i>Is That a Fact?</i> NW: PR NCL SYW GRW Appendix A Appendix C</p>	<p>Write to Inform: Informational Paragraph</p> <p>Focus Trait: Voice</p>	<p>Day 1T213 Introduce the Model: Informational Paragraph</p> <ul style="list-style-type: none"> Projectable 8.3 (Writing Model: Informational Paragraph) <p>Day 2T233 Introduce the Focus Trait: Voice Using Your Own Words PB: Vol. 1, p. 112</p> <p>Day 3T243 Main Ideas and Supporting Facts</p> <ul style="list-style-type: none"> Projectable 8.9 <p>Day 4T253 Combining Sentences Projectable 8.11 (Drafting an Informational Paragraph)</p> <p>Day 5T260-T261 Revise and Edit: Voice</p> <ul style="list-style-type: none"> Projectable 8.12 (Revising Greg's Draft) 	<p><i>Write a postcard to someone telling about the weather where you are.</i></p> <p><i>Write three or more sentences to tell about a storm you have experienced. (reference Journeys Open Response/Writing Rubric on Lesson 8 Overview [cardboard page before Focus Wall])</i></p>
<p>CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>(The rigor of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will produce complete simple and compound sentences. I will expand complete simple and compound sentences. I will rearrange complete simple and compound sentences. 	Produce Expand Complete Simple Compound	<p>MM2-3 TDC: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.nclrc.org/essentials/grammar/grindex.htm</p>			

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J-L10 Add and Delete Phonemes	J-L10 Weekly Plan T388-T389 Day 1 T394-T395 DL Add & Delete Phonemes Day 2 T406-T407 DL Add & Delete Phonemes Day 3 T428-T429 DL Add & Delete Phonemes Day 4 T436-T437 DL Add & Delete Phonemes Day 5 T446-T447 DL Add & Delete Phonemes	(OPTIONAL) Weekly Tests T454 10.2-10.3
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> I will use context clues to determine meaning of a word or phrase. 	Context clues Phrases	<i>BWL</i> <i>TRS</i> : p. 541-544	TARGETED VOCABULARY & STRATEGIES STRATEGY: Base Words & Suffixes <i>-er, -est</i>	Weekly Plan T388-T389 Day 1 Daily Vocabulary Boost T395 Read Aloud "Sharks on the Run!" T396-T397 CLLG: p. 59 Projectable 10.1 (Read Aloud: Model Oral Fluency) Introduce Vocabulary T398-T399 Day 2 Daily Vocabulary Boost T407 Develop Background T410-T411 "Ocean Life" Day 3 Daily Vocabulary Boost T429 Day 4 Daily Vocabulary Boost T437 Vocabulary Strategies T442-T443 <ul style="list-style-type: none"> Projectable 10.9 (Suffixes <i>-er, -est</i>) Day 5 Daily Vocabulary Boost T447	
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.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). (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will determine the meaning of the new word formed when a prefix is added. 	Prefix Determine	<i>TRS</i> : p. 491-493			
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will use known root words to help me understand the meaning of unknown words that share the same root. 	Root word Clue Known Unknown Meaning	<i>TRS</i> : p. 491-493	WORD CARDS: Cards 73-80 TARGET VOCABULARY millions, choices, drift, simple, weaker, wrapped, disgusting, decide		

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Word Work/Phonics				Phonics J-L10	J-L10 Weekly Plan T388-T389	(OPTIONAL) Weekly Tests T454 10.7-10.9
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. <u>CC.RF.2.3a Distinguish long and short vowels when reading</u> regularly spelled one-syllable words. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will distinguish long and short vowels in one syllable words. 	Distinguish Syllable	<i>PTR</i> : p.105-127 <i>WJ</i> <i>WTW</i>	Contractions	Day 1 T400-T402 Contractions PB : Vol. 1, p. 136 Decodable Reader "Let's Have Fun" T403 Day 2 T408-T409 PB : Vol. 1, p. 138 Day 3 T430 Cumulative Review PB : Vol. 1, p. 143 Decodable Reader "I'm Going to Win" T430 Day 4 T438 Review T439 Cumulative Review Day 5 T454 Assessment	
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>CC.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.</u> (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will use an apostrophe to form contractions. I will use an apostrophe to form possessives. 	Apostrophe Contractions Possessives	<i>MM2-3</i> : p. 90			
Comprehension				Comprehension J-L10	J-L10 Main Selection "Jellies"	(OPTIONAL) Weekly Tests T455 10.4-10.6
CC.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> I will determine the meaning of words and phrases in a text or topic. 	Text Topic	<i>GR</i> : p. 163-166 <i>WJ</i>	Skill: Fact and Opinion	Genre: Informational Text T414-T424; SB: p. 292-308 CLLG: p. 58 Day 1 Introduce	
CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	<ul style="list-style-type: none"> I will know and use text features to locate key facts or information in a text. 	Text features Key facts Captions Bold print Subheading Glossaries Indexes Electronic menus Icons	<i>CT</i> : Lessons 2 and 3 <i>Weekly Reader</i> <i>Time for Kids</i> <i>Spigot.com</i> http://www.hollyridge2.com/2011/04/nonfiction-text-features-jeopardy.html	Strategy: Monitor/Clarify Genre: Informational Text Fluency: Stress	Comprehension T412-T413 Fact & Opinion; Monitor/Clarify <ul style="list-style-type: none"> Projectable 10.4 (Fact & Opinion: Monitor/Clarify PB: Vol. 1, p. 139 AL: fact, opinion, monitor, clarify Day 2 Develop Comprehension T416-T423 <ul style="list-style-type: none"> Projectables 10.5a, 10.5b, 10.5c (T-Map) Your Turn T425 Day 3 Deepen Comprehension T432-T433	
CC.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> I will identify the main purpose of a text. I will identify what the author wants to answer, explain, or describe. 	Identify Main purpose Text	<i>NRP</i> : Chapter 5 <i>STW2</i>	<u>Essential Question</u> : How do you know if something is a fact or an opinion?		

FORT SMITH PUBLIC SCHOOLS – Grade 2 Curriculum: Literacy & Integrated Content

WEEK 13

CC.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none">I will explain how an image helps me understand the text.	Explain Image Text	NRP: p. 78		Identify Facts & Opinions <ul style="list-style-type: none">Projectable 10.8PB: Vol. 1, p. 144 AL: fact, opinion, monitor, Day 4 Connect To “Meet Norbert Wu” Genre: Informational Text T440-T441 <ul style="list-style-type: none">MC: T441 CLLG: p.59Connect to Social Studies	
Spelling				Spelling J-L10 Contractions	J-L10 Weekly Plan T388-T389 Day 1T404 Teach the Principle/Pretest Day 2 T426 Teach/Word Sort Day 3 T434 Segment Sounds/Build Words Day 4 T444 Connect to Writing PB: Vol. 1, p. 148 Day 5 T450 Assessment	Weekly Tests T450 Spelling Assessment
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2d Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil) (Refer to FSPS Ongoing Standards for Grade2.)	<ul style="list-style-type: none">I will use generalized spelling patterns when writing words.	Spelling patterns	WJ WTW MM2-3: p. 47-52, 81-96			
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (The entire standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none">I will use reference materials to check my spelling.	Reference materials	http://www.wordcentral.com/http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW			
Grammar				Grammar Review Complete sentences	Teacher Selected Materials for Grammar Study	
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie: The little boy watched the movie; The action movie was watched by the little boy). (The rigor of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none">I will produce complete simple and compound sentences.I will expand complete simple and compound sentences.I will rearrange complete simple and compound sentences.	Produce Expand Complete Simple Compound	MM2-3 TDC: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.nclrc.org/essentials/grammar/grindex.htm			

Writing				Writing	
CC.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.	<ul style="list-style-type: none"> I will write to inform/explain by introducing a topic. I will write to inform/explain by using facts and definitions to develop points. I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding statement Topic	<i>Is That a Fact?</i> NW: PR NCL SYW GRW Appendix A Appendix C	Informative (to inform)	Teacher selected materials for informative writing

FORT SMITH PUBLIC SCHOOLS – Grade 2 Curriculum: Literacy & Integrated Content

WEEK 14

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher Selected Materials for Vocabulary Study		
CC.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). (Refer to FSPS Vocabulary Instruction Guidelines K-6)	<ul style="list-style-type: none">• I will use words and phrases learned through talking.• I will use words and phrases learned through reading.• I will use words and phrases learned through being read to.• I will use words and phrases learned through responding to texts.• I will use adjectives to describe.• I will use adverbs to describe.	Phrases Adjectives Adverbs Responding to texts	IRA 2-3			
Word Work/Phonics				Phonics J-L11	J-L11 Weekly Plan T6-T7 Day 1 T18-T20 Base Words and Endings – s, -es PB: Vol.1, p. 151 Decodable Reader “Jess Makes Gifts” T21 Day 2 T26-T27 Base Words and Endings – s, -es PB: Vol. 1, p. 153 Day 3 T48 Cumulative Review PB: Vol. 1, p. 158 Day 4 T56 Review Day 5 T72 Assessment	(OPTIONAL) Weekly Tests T72 11.7-11.8
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3d Decode words with common prefixes and <u>suffixes</u> . (The <u>rigor</u> of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none">• I will decode words with common prefixes and suffixes.	Decode Prefixes Suffixes	WJ WTW BWL	Base Words and Endings -s, -es		

FORT SMITH PUBLIC SCHOOLS – Grade 2 Curriculum: Literacy & Integrated Content

WEEK 14

Comprehension				Skill: Author's Purpose Strategy: Analyze/Evaluate	Teacher Selected Materials Read-Aloud (Informational)	
CC.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> I will identify the main purpose of a text. I will identify what the author wants to answer, explain, or describe. 	Identify Main purpose Text	<i>NRP</i> : Chapter 5 <i>STW2</i> :			
CC.RI.2.8 Describe how reasons support specific points the author makes in a text. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	<ul style="list-style-type: none"> I will describe how reasons support specific points the author makes. 	Support Opinion	<i>GRW</i> <i>RWM</i>			
Spelling				<u>Spelling</u> J-L11	J-L11 <u>Weekly Plan T6-T7</u>	Weekly Tests T68
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e <u>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</u> (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will use reference materials to check my spelling. 	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english <i>MM2-3</i> : p. 47-52, 81-96, 112 <i>GRW</i>	Base Words with Endings –s, -es	<u>Day 1</u> T22 Teach the Principle/Pretest <u>Day 2</u> T44 Teach/Word Sort <u>Day 3</u> T52 Segment Sounds/Build Words <u>Day 4</u> T62 Connect to Writing PB: Vol. 1, p. 163 <u>Day 5</u> T68 Spelling Assessment	Spelling Assessment
Grammar				<u>Grammar</u> J-L11	J-L11 <u>Weekly Plan T6-T7</u>	(OPTIONAL)
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1b <u>Form and use frequently occurring irregular plural nouns. (e.g. feet, children, teeth, mice, fish)</u> (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> I will use irregular plural nouns. 	Irregular plural nouns	<i>MM2-3</i> <i>WTW</i> <i>WJ</i> http://www.readingrockets.org/article/27876/ http://www.ncrlc.org/essentials/grammar/grindex.htm	Kinds of Sentences	<u>Day 1</u> T22 Commands <ul style="list-style-type: none"> Projectable 11.2 PB: Vol. 1, p. 152 <u>Day 2</u> T44 Three Kinds of Sentences <ul style="list-style-type: none"> Projectable 11.6 PB: Vol. 1, p. 156	Weekly Tests T73 11.9-11.11

FORT SMITH PUBLIC SCHOOLS – Grade 2 Curriculum: Literacy & Integrated Content

WEEK 14

<p>CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CC.L.2.1f Produce, expand, and rearrange complete simple and compound sentences</u> (e.g., The boy watched the movie: The little boy watched the movie; The action movie was watched by the little boy).</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none">• I will produce complete simple and compound sentences.• I will expand complete simple and compound sentences.• I will rearrange complete simple and compound sentences.	<p>Produce Expand Complete Simple Compound</p>	<p>MM2-3 TDC: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.nclrc.org/essentials/grammar/grindex.htm</p>		<p><u>Day 3</u> T52 Three Kinds of Sentences PB: Vol. 1, p. 161 <u>Day 4</u> T62 Spiral Review: More Plural Nouns PB: Vol. 1, p. 164 <u>Day 5</u> T68-T69 Weekly Review: Kinds of Sentences Connect to Writing: Sentence Fluency PB: Vol. 1, p. 165</p>
<p>Writing</p>				<p><u>Writing</u></p>	
<p>CC.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.</p>	<ul style="list-style-type: none">• I will write to inform/explain by introducing a topic.• I will write to inform/explain by using facts and definitions to develop points.• I will write to inform/explain by providing a concluding statement.	<p>Explanatory text Concluding statement Topic</p>	<p><i>Is That a Fact?</i> NW: PR NCL SYW GRW Appendix A Appendix C</p>	<p>Write to Inform: Informative</p>	<p>Teacher Selected Materials for Informative Writing</p>
<p>CC.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.L.2.3a Compare formal and informal uses of English.</p>	<ul style="list-style-type: none">• I will compare formal and informal uses of English.	<p>Compare Formal Informal uses</p>	<p>MM2-3</p>		

Reference FSPS Year at a Glance

Week 15: Review Skills, Strategies, & Routines

THANKSGIVING RECESS

FORT SMITH PUBLIC SCHOOLS – Grade 2 Curriculum: Literacy & Integrated Content

WEEK 16

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary Study during Author Study		
<ul style="list-style-type: none">Teachers may choose standards that best match their Author Study.Refer to FSPS Vocabulary Instruction Guidelines K-6.						
Word Work/Phonics				Phonics J-L12 Vowel Digraphs ai, ay	J-L12 Weekly Plan T100-T101 Day 1 T112-114 Words with Vowel Digraphs ai, ay PB: Vol. 1, p. 166 Decodable Reader "Trains" T115 Day 2 T120-T121 Words with Vowel Digraphs ai, ay PB: Vol. 1, p. 168 Day 3 T140 Cumulative Review PB: Vol. 1, p. 173 Day 4 T148 Review Words with Vowel Digraphs ai, ay • T149 Cumulative Review Day 5 T164 Assessment	(OPTIONAL) Weekly Tests T164 12.8-12.9
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none">I will distinguish long and short vowels in one syllable words.	Distinguish Syllable	PTR: p.105-127 WJ WTW			
CC.RF.2.3e Identify words with inconsistent but common spelling sound correspondences.	<ul style="list-style-type: none">I will identify words with inconsistent but common spelling sound correspondences.	Identify Inconsistent Common correspondence				
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3f Recognize and read grade appropriate irregularly spelled words.	<ul style="list-style-type: none">I will recognize and read irregularly spelled words.	Recognize Irregularly	TRS: Chapter 7 PTR WTW WJ			
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives. (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of Journeys.)	<ul style="list-style-type: none">I will use an apostrophe to form contractions.I will use an apostrophe to form possessives.	Apostrophe Contractions Possessives	MM2-3: p. 90			
Comprehension: Author Study				Teacher Selected Materials for author study		
<ul style="list-style-type: none">Teacher may choose standards that best match their Author Study.						
Spelling				Spelling J-L12 Words with ai, ay Spelling Words: (Basic) pay, wait, paint, train, pail, clay,	J-L12 Weekly Plan T100-T101 Day 1 T116 Teach the Principle/Pretest Day 2 T136 Teach/Word Sort Day 3 T144 Segment Sounds	Weekly Tests T160 Spelling Assessment
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none">I will use reference materials to check my spelling.	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW			

FORT SMITH PUBLIC SCHOOLS – Grade 2 Curriculum: Literacy & Integrated Content

WEEK 16

(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)				tray, plain, stain, hay, gray, away (Review) stay, day (Challenge) raisin, birthday	<u>Day 4</u> T154 Connect to Writing PB: Vol. 1, p. 178 <u>Day 5</u> T160 Assessment	
Grammar				<u>Grammar</u> J-L12	J-L12 Weekly Plan	(OPTIONAL)
<p>CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie: The little boy watched the movie; The action movie was watched by the little boy).</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will produce complete simple and compound sentences. • I will expand complete simple and compound sentences. • I will rearrange complete simple and compound sentences. 	Produce Expand Complete Simple Compound	<p>MM2-3 TDC: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.nclrc.org/essentials/grammar/grindex.htm</p>	Kinds of Sentences	<p>T100-T101 <u>Day 1</u> T116 Exclamations</p> <ul style="list-style-type: none"> • Projectable 12.2 PB: Vol. 1, p. 167 <p><u>Day 2</u> T136 Four Kinds of Sentences</p> <ul style="list-style-type: none"> • Projectable 12.6 PB: Vol. 1, p. 172 <p><u>Day 3</u> T144 Four Kinds of Sentences PB: Vol. 1, p. 176</p> <p><u>Day 4</u> T154 Spiral Review: Writing Proper Nouns PB: Vol. 1, p. 179</p> <p><u>Day 5</u> T160-T161 Weekly Review: Kinds of Sentences Connect to Writing: Sentence Fluency PB: Vol. 1, p. 180</p>	<p>Weekly Tests T165</p> <p>12.10-12.12</p>
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2a Capitalize holidays, product names, and geographic names.</p> <p>(This standard is only taught in the “Spiral Review” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> • I will capitalize holidays. • I will capitalize product names. • I will capitalize geographic names. 	Capitalize Holidays Product names Geographic names	MM2-3: p. 50-52			
Writing				<u>Writing</u>		
<p>CC.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.</p>	<ul style="list-style-type: none"> • I will write to inform/explain by introducing a topic. • I will write to inform/explain by 	Explanatory text Concluding statement Topic Compare	<p><i>Is That a Fact?</i> NW: PR NCL SYW GRW Appendix C</p>	Write to Inform: Informative	Teacher Selected Materials to teach Informative writing	

CC.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC.L.2.3a Compare formal and informal uses of English.	using facts and definitions to develop points. <ul style="list-style-type: none">• I will write to inform/explain by providing a concluding statement.• I will compare formal and informal uses of English.	Formal Informal uses	MM2-3		
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FORT SMITH PUBLIC SCHOOLS – Grade 2 Curriculum: Literacy & Integrated Content

WEEK 17 & 18

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary during Research Connections study		
<ul style="list-style-type: none">Teacher may choose standards that best match their research connections genre.Refer to FSPS Research Connections Criteria.Refer to FSPS Vocabulary Instruction Guidelines K-6.						
Word Work/Phonics				Phonics J-L13 Vowel Digraphs ee, ea	J-L13 Weekly Plan T192-T193 Day 1 T204-206 Words with Vowel Digraphs ee, ea PB: Vol. 1, p. 181 Decodable Reader "The Shell Sheep" T207 Day 2 T212-T213 Words with Vowel Digraphs ee, ea PB: Vol. 1, p. 183 Day 3 T234 Cumulative Review PB: Vol. 1, p. 188 Day 4 T242 Review Words with Vowel Digraphs ee, ea • T243 Cumulative Review Day 5 T258 Assessment	(OPTIONAL) Weekly Tests T258 13.3-13.4
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. (The rigor of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none">I will distinguish long and short vowels in one syllable words.	Distinguish Syllable	PTR: p.105-127 WJ WTW			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3b I will know spelling-sound patterns for words with vowel teams.	<ul style="list-style-type: none">I will know spelling-sound patterns for words with vowel teams.	Vowel teams	PTR: Part III WJ WTW http://www.fcrr.org/Curriculum/studentCenterActivities.shtm			
Comprehension: Research Connections				Teacher selected Materials for Research Connections		
<ul style="list-style-type: none">Teacher may choose standards that best match the research connections genre.Suggested Comprehension strategies & skills: Cause and Effect & SummarizeRefer to FSPS Research Connections Criteria						
CC.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (This standard is the Focus Wall target strategy for the week.)	<ul style="list-style-type: none">I will describe the connection between a series of historical events.I will describe the connection	Series Historical events Scientific procedures Text	NRP: p. 110			

	<div>between scientific ideas or concepts.</div> <div><ul style="list-style-type: none">I will describe the steps in technical procedures in a text.</div>					
<div>CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</div> <div>(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)</div>	<div><ul style="list-style-type: none">I will know and use text features to locate key facts or information in a text.</div>	<div>Text features</div> <div>Key facts</div> <div>Captions</div> <div>Bold print</div> <div>Subheading</div> <div>Glossaries</div> <div>Indexes</div> <div>Electronic menus</div> <div>Icons</div>	<div>CT: Lessons 2 and 3</div> <div>Weekly Reader</div> <div>Time for Kids</div> <div>Spigot.com</div> <div>http://www.hollyridge2.com/2011/04/nfiction-text-features-jeopardy.html</div>			
Spelling				<div>Spelling</div> <div>J-L13</div> <div>Words with <i>ee, ea</i></div>	<div>J-L13 Weekly Plan</div> <div>T192-T193</div> <div>Day 1 T208 Teach the Principle/Pretest</div> <div>Day 2 T230 Teach/Word Sort</div> <div>Day 3 T238 Segment Sounds/Build Words</div> <div>Day 4 T248 Connect to Writing</div> <div>PB: Vol. 1, p. 193</div> <div>Day 5T254 Assessment</div>	<div>Weekly Tests</div> <div>T254</div> <div>Spelling Assessment</div>
<div>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</div> <div>CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</div> <div>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</div>	<div><ul style="list-style-type: none">I will use reference materials to check my spelling.</div>	<div>Reference materials</div>	<div>http://www.wordcentral.com/</div> <div>http://kids.yahoo.com/reference/dictionary/english</div> <div>MM2-3: p. 47-52, 81-96, 112</div> <div>GRW</div>			
Grammar				<div>Grammar</div> <div>Irregular Past Tense Verbs</div>	<div>Teacher Selected Materials for Grammar Study</div>	
<div>CC.L.2.1.d Form and use the past tense of frequently occurring irregular verbs.</div> <div>.</div>	<div><ul style="list-style-type: none">I will use irregular verbs to show past tense.</div>	<div>Irregular Past Verbs</div>	<div>MI</div> <div>http://www.readingrockets.org/article/27876/</div> <div>http://www.readwritethink.org/classroom-resources/lesson-plans/sentence-quest-using-parts-6.html?tab=1#tabs</div> <div>http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</div>			

Writing				Writing	
CC.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.	<ul style="list-style-type: none"> • I will write to inform/explain by introducing a topic. • I will write to inform/explain by using facts and definitions to develop points. • I will write to inform/explain by providing a concluding statement. • I will compare formal and informal uses of English. 	Explanatory text Concluding statement Topic Compare Formal Informal uses	<i>Is That a Fact?</i> <i>NW: PR</i> <i>NCL</i> <i>SYW</i> <i>GRW</i> Appendix A Appendix C <i>MM2-3</i>	Write to Inform: Informative	Teacher Selected Materials correlate piece/product to research topic.

Reference FSPS Year at a Glance
 END OF 2ND QUARTER
 WINTER RECESS

FORT SMITH PUBLIC SCHOOLS – Grade 2 Curriculum: Literacy & Integrated Content

WEEK 19

The following standards are minimally addressed in 3rd Quarter. To ensure adequate coverage, incorporate these standards in whole group lessons, small group instruction or literacy work station activities when possible. L.2.1a, L.2.1b, L.2.2a, L.2.2b, L.2.4d, L.5b

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/ Vocabulary				Teacher Selected Vocabulary Materials for Vocabulary Study		
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> I will use context clues to determine meaning of a word or phrase. 	Context clues Phrases	BWL: TRS: p. 541-544			
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.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).	<ul style="list-style-type: none"> I will determine the meaning of the new word formed when a prefix is added. 	Prefix Determine	TRS: p. 491-493			
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	Glossaries Dictionaries	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english BWL:			
CC.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. CC.L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<ul style="list-style-type: none"> I will distinguish the meaning of closely related verbs. 	Distinguish Verbs Adjectives Closely related	https://www.teachingchannel.org/videos/improving-student-vocabulary http://www.readingrockets.org/strategies/semantic_gradients/ BWL: WJ: WTW:			
Word Work/Phonics				<u>Phonics</u> J-L14	J-L14 Weekly Plan T286-T287	(OPTIONAL)
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3d Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> I will decode words with common prefixes and suffixes. 	Decode Prefixes Suffixes	WJ WTW BWL	Long o (o, oa, ow)	Day 1 T298-T300 Words with Long o (o, oa, ow) PB: Vol. 1, p. 196 Decodable Reader "Bill E. Goat and Wise Crow" T301 Day 2 T306-T307 Words with Long o (o, oa, ow)	Weekly Tests T352 1 4.8-14.10

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					PB: Vol. 1, p. 198 <u>Day 3</u> T328 Review PB: Vol. 1, p. 203 <u>Day 4</u> T336 Review Words with Long o (o, oa, ow) • T337 Review <u>Day 5</u> T352 Assessment	
Comprehension				Comprehension	Teacher Selected Read-Aloud	
CC.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. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	<ul style="list-style-type: none"> • I will use information gained from illustrations and words. • I will demonstrate understanding of characters, setting, or plot. 	Illustrations Characters Setting Plot Demonstrate	STW: p. 141-142 GRW:	Skill: Conclusions Strategy: Infer/Predict		
CC.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> • I will describe the overall structure of a story. • I will describe how the beginning introduces the story. • I will describe how the ending concludes the action. 	Describe Structure Introduced Concludes action	GRW			
CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<ul style="list-style-type: none"> • I will know and use text features to locate key facts or information in a text. 	Text features Key facts Captions Bold print Subheading Glossaries Indexes Electronic menus	CT: Lessons 2 and 3 Weekly Reader Time for Kids Spigot.com http://www.hollyridge2.com/2011/04/no-fiction-text-features-jeopardy.html			
Spelling				Spelling J-L14	J-L14 Weekly Plan T286-T287 <u>Day 1</u> T302 Teach the Principle/Pretest <u>Day 2</u> T324 Teach/Word Sort	Weekly Tests T348 Spelling Assessment
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to	<ul style="list-style-type: none"> • I will use reference materials to check my spelling. 	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW	Long o (o, oa, ow)		

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check and correct spellings.					Day 3 T332 Segment Sounds/Build Words Day 4 T342 Connect to Writing PB: Vol. 1, p. 208 Day 5 T348 Assessment	
Grammar				Grammar Pronouns	Teacher Selected Materials for Grammar Study	
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1c Use reflexive pronouns (e.g., myself, ourselves).	I will use reflexive pronouns.	Reflexive pronouns				
Writing				J-L11 Writing Opinion Write to Persuade: Persuasive Letter Focus Trait: Ideas	J-L11 Weekly Plan T6-T7 Day 1 T23 Introduce the Model: Persuasive Letter • Projectable 11.3 (Writing Model: Persuasive Letter) PB: Vol. 1, p. 152 Day 2 T45 Introduce the Focus Trait: Ideas Stating a Clear Goal PB: Vol. 1, p. 157 Day 3 T53 Prewrite: Reasons • Projectable 11.9 Day 4 T63 Draft: Ending a Persuasive Letter • Projectable 11.11 (Drafting a Persuasive Letter) Day 5 T70-T71 Revise and Edit: Ideas • Projectable 11.12 (Revising Kurt's Draft)	(OPTIONAL) Weekly Writing Prompts <i>Describe what you think life is like for a cow on a farm.</i> <i>Write three or more sentences telling why you would or wouldn't have given the cows electric blankets.</i> (reference Journeys Open Response/Writing Rubric on Lesson 11 Overview [cardboard page before Focus Wall])
CC.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, and also) to connect opinion and reasons, and provide a concluding statement or section. (Refer to FSPS Writing Criteria E)	<ul style="list-style-type: none"> • I will write an introduction to an opinion piece. • I will write to state my opinion. • I will write reasons that support my opinion. • I will use linking words to connect my opinion with my reasons. • I will write a concluding statement or section. 	Opinion Linking words Introduction State Concluding statement Section	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Link%20Bush.pdf http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS			

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<u>Phonemic Awareness</u> <u>J-L12</u>	<u>J-L12 Weekly Plan T100-T101</u>	(OPTIONAL) Weekly Tests T164
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> I will use context clues to determine meaning of a word or phrase. 	Context clues Phrases	<i>BWL</i> <i>TRS</i> : p. 541-544	Substitute Phonemes TARGETED VOCABULARY & STRATEGIES STRATEGY: Figurative Language/Idioms WORD CARDS: Cards 89-96 TARGET VOCABULARY shake, smooth, hours, alone, real, museum, nursery whenever	Day 1 T106-T107 DL Substitute Phonemes Day 2 T118-T119 DL Substitute Phonemes Day 3 T138-T139 DL Substitute Phonemes Day 4 T146-T147 DL Substitute Phonemes Day 5 T156-T157 DL Substitute Phonemes <u>Weekly Plan T100-T101</u> <u>Day 1 Daily Vocabulary Boost</u> T107 <u>Read Aloud</u> "Rita Breaks the Rules" T108-T109 CLLG: p. 63 <ul style="list-style-type: none"> Projectable 12.1 (Read Aloud: Model Oral Fluency) Introduce Vocabulary T110-T111 <u>Day 2 Daily Vocabulary Boost</u> T119 Develop Background T122-T123 "What is a Band?" <u>Day 3 Daily Vocabulary Boost</u> T139 <u>Day 4 Daily Vocabulary Boost</u> T147 Vocabulary Strategies T152-T153 <ul style="list-style-type: none"> Projectable 12.10 	12.8-12.9

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<p>CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>CC.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> • I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	<p>Glossaries Dictionaries</p>	<p>BWL http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english</p>		<p>(Idiom) PB: Vol. 1, p. 177 Day 5 Daily Vocabulary Boost T157</p>	
<p>CC.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>	<ul style="list-style-type: none"> • I will use words and phrases learned through talking. • I will use words and phrases learned through reading. • I will use words and phrases learned through being read to. • I will use words and phrases learned through responding to texts. • I will use adjectives to describe. • I will use adverbs to describe. 	<p>Phrases Adjectives Adverbs Responding to texts</p>	<p>IRA 2-3</p>			
Word Work/Phonics						
<p>CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.RF.2.3f Recognize and read grade appropriate irregularly spelled words.</p> <p>(Refer to FSPS Ongoing CCSS)</p>	<ul style="list-style-type: none"> • I will recognize and read irregularly spelled words. 	<p>Recognize Irregularly</p>	<p>TRS: Chapter 7 PTR WTW WJ</p>	<p>Phonics J-L15</p> <p>Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i></p> <p>Base Words and Endings <i>-s, -ed, -ing</i></p>	<p>J-L15 Weekly Plan T196-T197 Day 1 T208-T210 Words with Consonant Digraphs <i>th, sh, wh, ch, tch, and ph</i> PB: Vol. 1, p. 106 Decodable Reader "Splish! Splash! Whales" T211 Day 2 T216-T217 Words with Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> Instructional Routine 3 PB: Vol. 1, p. 108</p>	<p>(OPTIONAL) Weekly Tests T262 8.13-8.14</p>

					<div>Day 3 T236-T237 Base Words and Endings – s, -ed, -ing PB: Vol.1, p 113 Decodable Reader “Drifting Up, Up, Up” T239 Day 4 T246 Review Base Words and Endings –s, -ed, -ing • T247 Review Words with Consonant Digraphs; Double Consonants and ck Day 5 T262 Assessment</div>	
Comprehension						
<div>CC.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. (This standard is the Focus Wall target strategy for the week.)</div>	<div><ul style="list-style-type: none">• I will use information gained from illustrations and words.• I will demonstrate understanding of characters, setting, or plot.</div>	<div>Illustrations Characters Setting Plot</div>	<div>STW: p. 141-142 GRW</div>	<div>J-L12 Comprehension Skill: Story Structure Strategy: Question Genre: Realistic Fiction/Biography Fluency: Intonation Essential Question: How do you find important story characters?</div>	<div>J-L12 Main Selection “Violet’s Music” Genre: Realistic Fiction T126-T134; SB: p. 358-372 CLLG: p. 62 Day 2 Introduce Comprehension T124-T125 Story Structure; Question • Projectable 12.4 (Story Structure: Question) PB: Vol. 1, p. 169 AL: characters, plot, setting, solution Develop Comprehension T128-T133 • Projectables 12.5a, 12.5b, 12.5c (Story Map) Your Turn</div>	<div>(OPTIONAL) Weekly Tests T165 12.5-12.7</div>
<div>CC.RL.2.1 Ask and answer such questions who, what, where, when, why, and how to demonstrate understanding of key details in a text. (This standard is the Focus Wall target strategy for the week.) (Refer to FSPS Ongoing Standards for Grade 2.)</div>	<div><ul style="list-style-type: none">• I will ask who, what, where, when, why and how questions.• I will answer who, what, where, when, why, and how questions.</div>	<div>Demonstrate Key details</div>	<div>STW: p. 17-18, 110-122, 177 IRA2-3: p. 5 CT: Lessons 8-11 RP:</div>			

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CC.RL.2.3 Describe how characters in a story respond to major events and challenges.	<ul style="list-style-type: none"> I will describe how characters in a story respond to major events and challenges. 	Major events Challenges Characters Respond	<i>STW2</i> : p. 94-97 <i>GRW</i>		T135 Day 3 Deepen Comprehension T142-T143 Story Structure <ul style="list-style-type: none"> Projectable 12.8 (Story Map: Story Structure) PB: Vol. 1, p. 174 AL: characters, plot, setting, solution Day 4 Connect To “Wolfgang Mozart” T150-T151 Genre: Biography <ul style="list-style-type: none"> MC: T151 CLLG: p. 63 <ul style="list-style-type: none"> Connect to Social Studies 	
CC.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> I will describe how words and phrases supply rhythm and meaning in text. 	Rhythm Phrase Alliteration	<i>PTTP</i> : p. 11-29 (poetry)			
CC.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> I will describe how the beginning introduces the story. I will describe how the ending concludes the action. I will describe the beginning, middle, and end of the story. 	Describe Action Concludes	<i>IRA2-3</i> : p. 95-100 http://www.busyteacherscave.com/worksheets/reading/Parts%20of%20a%20Story.pdf			
Spelling						
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2d Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil) (Refer to FSPS Ongoing Standards for Spelling)	<ul style="list-style-type: none"> I will use generalized spelling patterns when writing words. 	Spelling patterns	<i>WJ</i> <i>WTW</i> <i>MM2-3</i> : p. 47-52, 81-96	Spelling J-L15 Compound Words	J-L15 Weekly Plan T196-T197 Day 1 T396 Compound words/Pretest Day 2 T420 Teach/Word Sort Day 3 T430 Segment Sounds/Build Words Day 4 T440 Connect to Writing PB: Vol. 1 p.223 Day 5 T446 Assessment	Weekly Test T446 Spelling Assessment
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>). (This standard is only taught in the “Vocabulary Strategies” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> I will use the meaning of individual words to predict the meaning of compound words. 	Predict Compound words	<i>BWL</i>			

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Grammar				Grammar	Teacher Selected Materials for Grammar Study	
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1c Use reflexive pronouns (e.g., myself, ourselves).	I will use reflexive pronouns.	Reflexive pronouns		Reflexive Pronouns		
Writing				Writing J-L12	J-L12 Weekly Plan T100-T101	(OPTIONAL) Daily Writing Prompts
CC.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, and also) to connect opinion and reasons, and provide a concluding statement or section.	<ul style="list-style-type: none"> • I will write an introduction to an opinion piece. • I will write to state my opinion. • I will write reasons that support my opinion. • I will use linking words to connect my opinion with my reasons. I will write a concluding statement or section.	Opinion Linking words Introduction State Concluding statement Section	. PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS	Write to Persuade: Opinion Paragraph Focus Trait: Voice	Day 1 T117 Introduce the Model: Opinion Paragraph • Projectable 12.3 (Writing Model: Opinion Paragraph) Day 2 T137 Introduce the FocusTrait: Voice Showing Feelings PB: Vol. 1, p.172 Day 3 T145 Prewrite: Reasons • Projectable 12.9 Day 4 T155 Draft: Stating a Clear Opinion • Projectable 12.11 (Drafting an Opinion Paragraph) Day 5 T162-T163 Revise and Proofread: Voice • Projectable 12.12 (Revising Han's Draft)	<i>Tell about a time when you sang with a group of people.</i> <i>Find and write three sentences that describe the music Violet made when she was little.</i> (reference Journeys Open Response/Writing Rubric on Lesson 12 Overview [cardboard page before Focus Wall])

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Vocabulary/Daily Language				<u>Phonemic Awareness</u> J-L13 Match Phonemes TARGETED VOCABULARY & STRATEGIES STRATEGY: Using a Dictionary WORD CARDS: Cards 97-104 TARGET VOCABULARY transportation, community, lessons, subjects, culture, languages, special, wear	J-L13 Weekly Plan T192-T193 <u>Day 1</u> T198-T199 DL Match Phonemes <u>Day 2</u> T210-T211 DL Match Phonemes <u>Day 3</u> T232-T233 DL Match Phonemes <u>Day 4</u> T240-T241 DL Match Phonemes <u>Day 5</u> T250-T251 DL Match Phonemes <u>Day 1 Daily Vocabulary Boost</u> T199 <u>Read Aloud</u> "One-Room Schoolhouse" T200-T201 CLLG: p. 65 • Projectable 13.1 Introduce Vocabulary T202-T203 <u>Day 2 Daily Vocabulary Boost</u> T211 Develop Background T214-T215 "School Days" <u>Day 3 Daily Vocabulary Boost</u> T233 <u>Day 4 Daily Vocabulary Boost</u> T241 Vocabulary Strategies T246-T247 • Projectable 13.10 • PB: Vol. 1, p. 192 <u>Day 5 Daily Vocabulary Boost</u> T251	(OPTIONAL) Weekly Tests T258 13.7-13.9
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	• I will use context clues to determine meaning of a word or phrase.	Context clues Phrases	BWL TRS: p. 541-544			
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and beginning dictionaries, both print, and digital, to determine or clarify the meaning of words and phrases.	• I will use glossaries and dictionaries to understand or explain the meaning of words and phrases.	Glossaries Dictionaries	BWL http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english			
CC.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. CC.L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	• I will distinguish the meaning of closely related verbs.	Distinguish Verbs Adjectives Closely related	BWL WJ WTW https://www.teachingchannel.org/videos/improving-student-vocabulary http://www.readingrockets.org/strategies/semantic_gradients/			

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Word Work/Phonics				J-L16 <u>Phonics</u>	J-L16 Weekly Plan T196-T197	(OPTIONAL) Weekly Tests T262
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3d Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> I will decode words with common prefixes and suffixes. 	Decode Prefixes Suffixes	<i>WJ</i> <i>WTW</i> <i>BWL</i>	Base Words and Endings <i>-ed, -ing</i>	Day 1 T18-T20 Base Words and Endings –ed, -ing PB: Vol. 2, p. 1 Decodable Reader “Beep! Beep!” T21 Day 2 T216-T217 Base Words and Endings –ed, -ing <ul style="list-style-type: none"> Instructional Routine 3 PB: Vol. 2, p.3 Day 3 T50 Cumulative Review PB: Vol.2, p 8 T51 Fluency Projectable 16.7 Day 4 T58 Review Base Words and Endings -- <i>ed, -ing</i> <ul style="list-style-type: none"> T59 Cumulative Review Day 5 T74 Assessment	8.13-8.14
Comprehension				<u>Comprehension</u> J-L13	J-L13 Main Selection “Schools Around the World”	(OPTIONAL) Weekly Tests T259
CC.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (This standard is the <i>Focus Wall target skill</i> for the week.)	<ul style="list-style-type: none"> I will identify the main purpose of a text. I will identify what the author wants to answer, explain, or describe. 	Identify Main purpose Text	<i>NRP:</i> Chapter 5 <i>STW2</i>	Skill: Author’s Purpose Strategy: Analyze/Evaluate Genre: Informational Text/Poetry	Genre: Informational Text T218-T228; SB:386-402 CLLG: p. 64 Day 2 Introduce Comprehension T216-T217 Author’s Purpose; Analyze/Evaluate <ul style="list-style-type: none"> Projectable 13.4 (Author’s Purpose: 	13.2-13.6

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<p>CC.RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>(This standard is the <i>Focus Wall target skill</i> for the week.)</p>	<ul style="list-style-type: none"> • I will describe how reasons support specific points the author makes. 	Support Opinion	<i>GRW/RWM</i>	<p>Fluency: Stress</p> <p><u>Essential Questions:</u> Why do authors write different kinds of texts?</p>	<p>Analyze/Evaluate) PB: Vol. 1, p. 184 AL: author's purpose</p> <p>Develop Comprehension T220-T227</p> <ul style="list-style-type: none"> • Projectables 13.5a, 13.5b, 13.5c • Your Turn T229 <p><u>Day 3 Deepen Comprehension</u> T236-T237 Author's Purpose</p> <ul style="list-style-type: none"> • Projectable 13.8 <p>PB: Vol. 1, p. 189 AL: author's purpose, author's message, analyze</p> <p><u>Day 4 Connect To "School Poems"</u> T244-T245 Genre: Poetry</p> <ul style="list-style-type: none"> • MC: T245 CLLG: p. 65 Connect to Poetry 	
<p>CC.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<ul style="list-style-type: none"> • I will identify the main topic of a multi-paragraph. • I will identify the focus of specific paragraphs within the text. 	Multi-paragraph. Identify Topic Specific	<p><i>NRP:</i> Chapter 5 http://www.learningbridges.com/NewsLetterArticle.aspx?ArticleID=96</p>			
<p>CC.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<ul style="list-style-type: none"> • I will describe the connection between a series of historical events. • I will describe the connection between scientific ideas or concepts. • I will describe the steps in technical procedures in a text. 	Series Historical events Scientific procedures Text	<i>NRP:</i> p. 110			
<p>CC.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<ul style="list-style-type: none"> • I will determine the meaning of words and phrases in a text or topic. 	Text Topic	<i>GR:</i> p. 163-166 <i>WJ</i>			
<p>CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<ul style="list-style-type: none"> • I will know and use text features to locate key facts or information in a text. 	Text features Key facts Captions Bold print Subheading Glossaries Indexes Electronic menus	<p><i>CT:</i> Lessons 2 and 3 <i>Weekly Reader</i> <i>Time for Kids</i> <i>Spigot.com</i> http://www.hollyridge2.com/2011/04/nonfiction-text-features-jeopardy.html</p>			

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CC.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify as text.		Text Explain Image	<i>NRP</i> : p. 78			
Spelling				Spelling J-L16	J-L16 Weekly Plan T6-T7	Weekly Tests T70 Spelling Assessment
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2d Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil)</p> <p>(Refer to FSPS Ongoing Standards for Spelling)</p>	<ul style="list-style-type: none"> I will use generalized spelling patterns when writing words. 	Spelling patterns	<p><i>WJ</i> <i>WTW</i> <i>MM2-3</i>: p. 47-52, 81-96</p>	Base Words with Endings –ed, -ing	<p>Day 1 T22 Teach the Principle/Pretest</p> <p>Day 2 T46 Teach/Word Sort</p> <p>Day 3 T50 Segment Sounds/Build Words</p> <p>Day 4 T54 Connect to Writing PB: Vol. 2, p. 13</p> <p>Day 5 T70 Spelling Assessment</p>	
Grammar				Grammar Irregular Verbs	Teacher Selected Materials for Grammar Study	
<p>CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.2.1.d Form and use the past tense of frequently occurring irregular verbs.</p>	<ul style="list-style-type: none"> I will use irregular verbs to show past tense. 	Irregular Past Verbs	<p><i>MI</i> http://www.readingrockets.org/article/27876/ http://www.readwritethink.org/classroom-resources/lesson-plans/sentence-quest-using-parts-6.html?tab=1#tabs http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</p>			
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> I will use reference materials to check my spelling. 	Reference materials	<p>http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english <i>MM2-3</i>: p. 47-52, 81-96, 112 <i>GRW</i></p>			

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CC.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. CC.L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<ul style="list-style-type: none"> • I will distinguish the meaning of closely related verbs. • I will distinguish the meaning of closely related adjectives. 	Distinguish Verbs Adjectives Closely related	https://www.teachingchannel.org/videos/improving-student-vocabulary http://www.readingrockets.org/strategies/semantic_gradients/ WJ: BWL: WTW_:		
Writing				J-L13 Writing Opinion	J-L13 Weekly Plan T192-T193
CC.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, and also) to connect opinion and reasons, and provide a concluding statement or section. (Refer to FSPS Opinion Criteria E)	<ul style="list-style-type: none"> • I will write an introduction to an opinion piece. • I will write to state my opinion. • I will write reasons that support my opinion • I will use linking words to connect my opinion with my reasons. • I will write a concluding statement or section. 	Opinion Linking words Introduction State Concluding statement Section	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS	Write to Persuade: Persuasive Paragraph Focus Trait: Word Choice	Day 1 T209 Introduce the Model: Persuasive <ul style="list-style-type: none"> • Projectable 13.3 (Writing Model: Persuasive Paragraph) PB: Vol. 1, p. 182 Day 2 T231 Introduce the Focus Trait: Word Choice Using Exact Words PB: Vol. 1, p. 187 Day 3 T239 Prewrite: Audience <ul style="list-style-type: none"> • Projectable 13.9 Day 4 T249 Draft: Beginning Sentences in Different Ways <ul style="list-style-type: none"> • Projectable 13.11 (Drafting a Persuasive Paragraph) Day 5 T256-T257 Revise and Edit: Word Choice <ul style="list-style-type: none"> • Projectable 13.12
					(OPTIONAL) Daily Writing Prompts T192-T193 <i>List as many types of transportation as you can think of.</i> <i>Look back at Student Book p. 396 and the section titled "School Chores."</i> <i>Continue that section by writing two sentences telling two school chores that you do.</i> (reference Journeys Open Response/Writing Rubric on Lesson

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<p>CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<ul style="list-style-type: none"> • I will produce complete simple and compound sentences. • I will expand complete simple and compound sentences. • I will rearrange complete simple and compound sentences. 	<p>Produce Expand Complete Simple Compound</p>	<p>MM2-3 TDC: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.ncrlrc.org/essentials/grammar/grindex.htm</p>		<p>(Revising Rachel's Draft)</p>	<p>13 Overview [cardboard page before Focus Wall])</p>
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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<u>Phonemic Awareness</u> <u>J-L14</u>	<u>J-L14</u> Weekly Plan T286-T287	(OPTIONAL) Weekly Tests T352
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> I will use context clues to determine meaning of a word or phrase. 	Context clues Phrases	<i>BWL</i> <i>TRS</i> : p. 541-544	Segment Phonemes	Day 1 T292-T293 DL Segment Phonemes Day 2 T304-T305 DL Segment Phonemes Day 3 T326-T327 DL Segment Phonemes Day 4 T334-T335 DL Segment Phonemes Day 5 T344-T345 DL Segment Phonemes <u>Weekly Plan T286-T287</u> Day 1 Daily Vocabulary Boost T293 Read Aloud "Whale of a Lesson" T294-T295 CLLG: p. 67 <ul style="list-style-type: none"> Projectable 14.1 (Read Aloud: Model Oral Fluency) Introduce Vocabulary T296-T297 Day 2 Daily Vocabulary Boost T305 Develop Background "Braille and Keller" T308-T309 Day 3 Daily Vocabulary Boost T327 Day 4 Daily Vocabulary Boost T335 Vocabulary Strategies T340-T341 <ul style="list-style-type: none"> Projectable 14.9 PB: Vol. 1, p. 207 Day 5 Daily Vocabulary Boost T345	14.2-14.4
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.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).	<ul style="list-style-type: none"> I will use known root words to help me understand the meaning of unknown words that share the same root. 	Root word Clue Meaning	<i>TRS</i> : p. 491-493	TARGETED VOCABULARY & STRATEGIES		
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	Glossaries Dictionaries	<i>BWL</i> http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english	STRATEGY: Suffix -ly WORD CARDS 105-112 TARGET VOCABULARY curly, straight, floppy, drooled, weighed, stood, collars, row		

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Word Work/Phonics				Phonics	J-L17 Weekly Plan T102-T103	(OPTIONAL) Weekly Tests T454 10.7-10.9
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> I will recognize and read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 7 PTR WTW WJ	Long i (i, igh, ie, y)	Day 1 T400-T402(Words with long i (i, igh, ie, y) PB: Vol. 2, p. 16 Decodable Reader Bright Lights T117 Day 2 T122-T123 Words with long i PB: Vol. 2, p. 18 Day 3 T430 Cumulative Review PB: Vol. 2, p. 23 Decodable Reader "Wild Cats" T146 Day 4 T154 Review words with long i T155 Cumulative Review Day 5 T170 Assessment	
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words CC.RF.2.3d Decode words with common prefixes and suffixes.	<ul style="list-style-type: none"> I will decode words with common prefixes and suffixes. 	Decode Prefixes Suffixes	WJ WTW BWL			
Comprehension				Comprehension	Main Selection	(OPTIONAL) Weekly Tests T73 11.4-11.6
CC.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> I will identify the main topic of a multi-paragraph text. I will identify the focus of specific paragraphs within the text. 	Multi-paragraph Identify Topic Specific	NRP: Chapter 5 http://www.learningbridges.com/NewsletterArticle.aspx?ArticleID=96	J-L14 Skill: Conclusions Strategy: Infer/Predict Genre: Humorous Fiction/Informational Text	J-L14 "Helen Keller" Genre: Biography T312-T322 SB: 416-432 CLLG: p. 66 Day 2 Introduce Comprehension T310-T311 Main Ideas and Details; Summarize <ul style="list-style-type: none"> Projectable 14.4 (Main 	
CC.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	<ul style="list-style-type: none"> I will explain how an image helps me understand the text. 	Explain Image Text	NRP: p. 78			

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<p>CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<ul style="list-style-type: none"> I will know and use text features to locate key facts or information in a text. 	<p>Text features Key facts Captions Bold print Subheading Glossaries Indexes Electronic Menus Icons</p>	<p>CT: Lessons 2 and 3 <i>Weekly Reader</i> <i>Time for Kids</i> <i>Spigot.com</i> http://www.hollyridge2.com/2011/04/nonfiction-text-features-jeopardy.html</p>	<p>Fluency: Expression</p> <p>Essential Question What helps you make a decision about a character?</p>	<p>Ideas & Details: Summarize) PB: Vol. 1, p. 199 AL: main idea, supporting detail Develop Comprehension T314-T321 • Projectables 14.5a, 14.5b (Idea-Support Map) Your Turn T323 Day 3 Deepen Comprehension T330-T331 Infer Main Ideas & Details • Projectable 14.8 (Idea-Support Map: Main Ideas & Details) PB: Vol. 1, p. 204 AL: main idea, supporting detail, infer Day 4 Connect To "Talking Tools" T338-T339 Genre: Informational Text • MC: T339 CLLG: p. 67 • Connect to Science</p>	
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> I will use reference materials to check my spelling. 	<p>Reference materials</p>	<p>http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW</p>	<p>Spelling J-L17</p> <p>Long i (i, igh, y)</p>	<p>Weekly Plan T6-T7 J-L17 Day 1 T118 Teach the Principle/Pre, test Day 2 T142 Teach/Word Sort Day 3 T150 Segment Sounds/Build Words Day 4 T54 Connect to Writing PB: Vol. 2, p. 28</p>	<p>Weekly Tests T166</p> <p>Spelling Assessment</p>

					Day 5 T166 Spelling Assessment	
Grammar				Grammar Irregular Verbs	Teacher Selected Materials for Grammar Study	
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1.d Form and use the past tense of frequently occurring irregular verbs.	<ul style="list-style-type: none"> I will use irregular verbs to show past tense. 	Irregular Past Verbs	MI http://www.readingrockets.org/article/27876/ http://www.readwritethink.org/classroom-resources/lesson-plans/sentence-quest-using-parts-6.html?tab=1#tabs http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html			
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> I will use reference materials to check my spelling. 	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW			
CC.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. CC.L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	<ul style="list-style-type: none"> I will distinguish the meaning of closely related verbs. I will distinguish the meaning of closely related adjectives. 	Distinguish Verbs Adjectives Closely related	https://www.teachingchannel.org/video/s/improving-student-vocabulary http://www.readingrockets.org/strategies/semantic_gradients/ WJ: BWL: WTW:			
Writing				J-L14 Writing Opinion	J-L14 Weekly Plan T286-T287	(Optional) Daily Writing Prompts
CC.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, and also) to connect opinion and reasons, and provide a concluding statement or section. (Refer to FSPS Writing Criteria E)	<ul style="list-style-type: none"> I will write an introduction to an opinion piece. I will write to state my opinion. I will write reasons that support my opinion. I will use linking words to connect my opinion with my reasons. I will write a concluding statement 	Opinion Linking words Introduction State Concluding statement Section	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS	Write to Persuade: Persuasive Essay Focus Trait: Ideas	Day 1 T303 Introduce the Model: Persuasive Essay <ul style="list-style-type: none"> Projectable 14.3 (Writing Model: Persuasive Essay) PB: Vol. 1, p. 197 Day 2 T325 Introduce the Focus Trait: Ideas Facts and Opinions PB: Vol. 1, p. 202 Day 3 T333 Prewrite: Persuasive Essay:	Close your eyes and touch a pencil all over. Describe how it feels. Write three sentences to tell why you think the author wrote "Helen Keller." (reference

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	or section.				<p>Brainstorming Ideas PB: Vol. 1, p. 206 <u>Day 4</u> T343 Prewrite Persuasive Essay: Supporting Facts <ul style="list-style-type: none"> • Projectable 14.10 (Prewriting: Planning a Persuasive Essay) <u>Day 5</u> T350-T351 Prewrite: Persuasive Essay</p>	<p>Journeys Open Response/Writing Rubric on Lesson 14 Overview [cardboard page before Focus Wall])</p>
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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/ Vocabulary				Teacher Selected Vocabulary Materials for Vocabulary Study		
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> I will use context clues to determine meaning of a word or phrase. 	Context clues Phrases	BWL: TRS: p. 541-544			
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.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).	<ul style="list-style-type: none"> I will determine the meaning of the new word formed when a prefix is added. 	Prefix Determine	TRS: p. 491-493			
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	Glossaries Dictionaries	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english BWL:			
CC.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. CC.L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<ul style="list-style-type: none"> I will distinguish the meaning of closely related verbs. 	Distinguish Verbs Adjectives Closely related	https://www.teachingchannel.org/videos/improving-student-vocabulary http://www.readingrockets.org/strategies/semantic_gradients/ BWL: WJ: WTW:			
Word Work/Phonics				Phonics J-L18	J-L18 Weekly Plan T102-T103 Day 1 T210-T212 The long e sound for y PB: Vol. 2, p. 31 Decodable Reader Bunny and the Penny T213 Day 2 T122-T123 Words with the long e sound for y	(Optional) Weekly Tests T454 10.7-10.9
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words CC.RF.2.3c Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> I will decode two-syllable words with long vowels. 	Decode Two-syllable Long vowels	PTR: p. 114-126	The Long e Sound for y Changing y to i		

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					PB: Vol. 2, p. 33 <u>Day 3</u> T240 Changing y to i PB: Vol. 2, p. 38 Decodable Reader “Puppies” T243 <u>Day 4</u> T250 Review changing y to i T251 Review words with long i <u>Day 5</u> T266 Assessment	
Comprehension				Comprehension	Teacher Selected Read-Aloud	
CC.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> • I will describe the connection between a series of historical events. • I will describe the connection between scientific ideas or concepts. • I will describe the steps in technical procedures in a text 	Series Historical events Scientific procedures Text	<i>NRP</i> : p. 110	Skill: Compare & Contrast Strategy: Question		
CC.RL.2.1 Ask and answer such questions who, what, where, when, why, and how to demonstrate understanding of key details in a text. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.) (Refer to FSPS Ongoing Standards for Grade 2.)	<ul style="list-style-type: none"> • I will ask who, what, where, when, why and how questions. • I will answer who, what, where, when, why, and how questions. 	Demonstrate Key details	<i>STW</i> : p. 17-18, 110-122, 177 <i>IRA2-3</i> : p. 5 <i>CT</i> : Lessons 8-11 <i>RP</i>			
Spelling				Spelling J-L18	J-L18 Weekly Plan T6-T7	Weekly Tests T68
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> • I will use reference materials to check my spelling. 	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english <i>MM2-3</i> : p. 47-52, 81-96, 112 <i>GRW</i>	Long e spelled y	Day 1 T214 Teach the Principle/Pretest Day 2 T236 Teach/Word Sort Day 3 T246 Segment Sounds/Build Words Day 4 T256 Connect to Writing PB: Vol. 2, p. 43	Spelling Assessment

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					Day 5 T262 Spelling Assessment	
Grammar				Grammar J-L19	J-L19 Weekly Plan T6-17	(Optional) Weekly Tests T73 11.9-11.11
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2b Use commas in greetings and closings of letters.	<ul style="list-style-type: none"> • I will use a comma in the greeting of a letter. • I will use a comma at the closing of a letter. 	Comma Greeting Closing		Commas in Letters	Day 1 T22 Commands • Projectable 19.2 PB: Vol. 2, p. 47 Day 2 T334 Commas with Place Names • Projectable 19.6 PB: Vol. 2, p. 52 Day 3 T342 Commas in Parts of a Letter PB: Vol. 2, p. 56 Day 4 T62 Spiral Review: Proper Nouns PB: Vol. 2, p. 59 Day 5 T358-T359 Weekly Review: Commas in dates and places PB: Vol. 2, p. 60	
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie: The little boy watched the movie; The action movie was watched by the little boy).	<ul style="list-style-type: none"> • I will produce complete simple and compound sentences. • I will expand complete simple and compound sentences. • I will rearrange complete simple and compound sentences. 	Produce Expand Complete Simple Compound	MM2-3 TDC: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.nclrc.org/essentials/grammar/grindex.htm			
Writing					Writing Opinion	
CC.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, and also) to connect opinion and reasons, and provide a concluding statement or section. (Refer to FSPS Writing Criteria E)	<ul style="list-style-type: none"> • I will write an introduction to an opinion piece. • I will write to state my opinion. • I will write reasons that support my opinion. • I will use linking words to connect my opinion with my reasons. • I will write a concluding statement or section. 	Opinion Linking words Introduction State Concluding statement Section	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS			

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J-L15	J-L15 Weekly Plan T380-T381	(Optional) Weekly Tests T450
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	Glossaries Dictionaries	<i>BWL</i> http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english	Syllables	Day 1 T386-T387 DL Syllables in Words Day 2 T398-T399 DL Syllables in Words Day 3 T422-T423 DL Syllables in Spoken Words Day 4 T432-T433 DL Syllables in Spoken Words Day 5 T442-T443 DL Syllables in Spoken Words Weekly Plan T100-T101 Day 1 Daily Vocabulary Boost T387 Read Aloud "Adventures at Scout Camp" T388-T389 <ul style="list-style-type: none"> Projectable 15.1 Introduce Vocabulary T390-T391 Day 2 Daily Vocabulary Boost T399 Develop Background T402-T403 "Police Officers?" Day 3 Daily Vocabulary Boost T423 Day 4 Daily Vocabulary Boost T433 Vocabulary Strategies T438-T439 <ul style="list-style-type: none"> Projectable 15.9 (Dictionary Entry) PB: Vol. 1, p. 222 Day 5 Daily Vocabulary Boost T443	15.8-15.9
CC.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).	<ul style="list-style-type: none"> I will use words and phrases learned through talking. I will use words and phrases learned through reading. I will use words and phrases learned through being read to. I will use words and phrases learned through responding to texts. I will use adjectives to describe. I will use adverbs to describe. 	Phrases Adjectives Adverbs Responding to texts	<i>IRA 2-3</i>	TARGETED VOCABULARY & STRATEGIES STRATEGY: Dictionary Entry WORD CARDS: Cards 113-120 TARGET VOCABULARY obeys, safety, attention, buddy, station, speech, shocked, enormous		

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WEEK 24

Word Work/Phonics				J-L19	J-L19 Weekly Plan T100-T101	(Optional) Weekly Tests T362 19.8-19.10
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> I will distinguish long and short vowels in one syllable words. 	Distinguish Syllable	PTR: p.105-127 WJ WTW	Phonics Words with ar	Day 1 T306-T308 Words with ar PB: Vol. 2, p. 46 Decodable Reader “Darling Starling” T309 Day 2 T314-T315 Words with Vowel Digraphs ar PB: Vol. 2, p. 48 Day 3 T338 Cumulative Review PB: Vol. 2, p. 53 Day 4 T346 Review Words with ar <ul style="list-style-type: none"> T347 Cumulative Review Day 5 T362 Assessment	
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3b I will know spelling-sound patterns for words with vowel teams.	<ul style="list-style-type: none"> I will know spelling-sound patterns for words with vowel teams. 	Vowel teams	PTR: Part III WJ WTW http://www.fcrr.org/Curriculum/studentCenterActivities.shtm			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3c Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> I will decode two-syllable words with long vowels. 	Decode Two-syllable Long vowels	PTR: p. 114-126			
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3f Recognize and read grade appropriate irregularly spelled words.	<ul style="list-style-type: none"> I will recognize and read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 7 PTR WTW WJ			
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> I will use an apostrophe to form contractions. I will use an apostrophe to form possessives. 	Apostrophe Contractions Possessives	MM2-3: p. 90			
Comprehension				Comprehension J-L15	J-L15 Main Selection	(Optional) Weekly Tests
CC.RL.2.3 Describe how characters in a story respond to major events and challenges. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> I will describe how characters in a story respond to major events and challenges. 	Major events Challenges Characters Respond	STW2: p. 94-97 GRW	Skill: Cause and Effect Strategy: Monitor/Clarify Genre: Humorous Fiction Fluency: Connected Text Essential Question: What might cause a story character to change?	“Officer Buckle and Gloria” Genre: Humorous Fiction Day 1 T1406-T468; SB: p. 446-469 CLLG: Day 2 Introduce Comprehension T404-T405 Cause and Effect, Monitor/Clarify <ul style="list-style-type: none"> Projectable 15.4 (Cause and Effect: Monitor/Clarify) PB: Vol. 1, p. 214 AL: cause, effect, monitor, clarify	T451 15.5-15.7
CC.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. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> I will use information gained from illustrations and words. I will demonstrate understanding of characters, setting, or plot. 	Illustrations Characters Setting Plot	STW: p. 141-142 GRW			
CC.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes	<ul style="list-style-type: none"> I will describe how the beginning introduces the story. 	Describe Action Concludes	IRA2-3: p. 95-100 http://www.busyteacherscafe.com/worksheets/reading/Parts%			

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the action.	<ul style="list-style-type: none"> • I will describe how the ending concludes the action. • I will describe the beginning, middle, and end of the story. 		20of%20a%20Story.pdf		Develop Comprehension T408-T417 <ul style="list-style-type: none"> • Projectables 15.5a, 15.5b, 15.5c, 12.5b, 12.5c (T-Map) Your Turn T418 Day 3 Deepen Comprehension T428-T429 T-Map <ul style="list-style-type: none"> • Projectable 15.8 (T-Map) PB: Vol. 1, p. 219 AL: cause, effect, monitor, clarify Day 4 Connect To “Safety at Home” T436-T437 Genre: Readers’ Theater <ul style="list-style-type: none"> • MC: T437 • CLLG: p. 69 • Connect to Social Studies 	
CC.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<ul style="list-style-type: none"> • I will describe how words and phrases supply rhythm and meaning in text. 	Rhythm Phrase Alliteration	<i>PTTP:</i> p. 11-29 (poetry)			
Spelling				Spelling J-L19	Weekly Plan T294-T295 J-L19	Weekly Tests T358
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> • I will use reference materials to check my spelling. 	Reference materials	http://www.wordcentral.com/http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW	Words with ar	Day 1 T310 Teach the Principle/Pretest Day 2 T334 Teach/Word Sort Day 3 T342 Segment Sounds Day 4 T352 Connect to Writing PB: Vol. 2, p. 58 Day 5 T358 Assessment	Spelling Assessment
Grammar				Grammar Adjectives	Teacher Selected Materials for Grammar Study	
C.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. CC.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> • I will use adjectives and adverbs correctly. 	Adjectives Adverbs	MM2-3: p. 72-74, 112			

Writing				Writing Opinion
<p>CC.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, and also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>(Refer to FSPS Writing Criteria E)</p>	<ul style="list-style-type: none"> • I will write an introduction to an opinion piece. • I will write to state my opinion. • I will write reasons that support my opinion. • I will use linking words to connect my opinion with my reasons. • I will write a concluding statement or section. 	<p>Opinion Linking words Introduction State Concluding statement Section</p>	<p><i>PPW</i>: p. 164-167, 182-185 <i>MM2-3</i>: p.132-133 http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Link%20Bush.pdf http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS</p>	

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WEEK 25

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J-L16	J-L16 Weekly Plan T192-T193	(Optional) Weekly Tests T258 16.2-16.4
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and beginning dictionaries, both print, and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	Glossaries Dictionaries	BWL http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english	Syllables in Spoken Words	Day 1 T12-T13 DL Syllables in Spoken Words Day 2 T24-T25 DL Syllables in Spoken Words Day 3 T48-T49 DL Syllables in Spoken Words Day 4 T56-T57 DL Syllables in Spoken Words Day 5 T66-T67 DL Syllables in Spoken Words Weekly Plan T192-T193 Day 1 Daily Vocabulary Boost T13 Read Aloud "A Better Way to Save" T14-T15 CLLG: Projectable 16.1 Introduce Vocabulary T16-T17 Day 2 Daily Vocabulary Boost T25 Develop Background T28-T29 "Fundraisers" Day 3 Daily Vocabulary Boost T49 Day 4 Daily Vocabulary Boost T57 Vocabulary Strategies T62-T63 <ul style="list-style-type: none"> Projectable 16.10 PB: Vol. 2, p. 12 Day 5 Daily Vocabulary Boost T67	
CC.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).	<ul style="list-style-type: none"> I will use words and phrases learned through talking. I will use words and phrases learned through reading. I will use words and phrases learned through being read to. I will use words and phrases learned through responding to texts. I will use adjectives to describe. I will use adverbs to describe. 	Phrases Adjectives Adverbs Responding to texts	IRA 2-3	TARGETED VOCABULARY & STRATEGIES STRATEGY: Homographs WORD CARDS: Cards 121-128 TARGET VOCABULARY received, account, budget, disappointed, chuckled, staring, repeated, fund		

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Word Work/Phonics				Phonics	J-L20 Weekly Plan	(Optional)
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	• I will distinguish long and short vowels in one syllable words.	Distinguish Syllable	PTR: p.105-127 WJ WTW	Vowel Digraphs <i>or, ore</i>	T390-T391 Day 1 T402-T403 Words with ore, or PB: Vol. 2, p. 61 Decodable Reader "A Sporty Game" T405 Day 2 T410-T411 Words with ore, and or PB: Vol. 2, p. 63 Day 3 T434 Cumulative Review PB: Vol. 2, p. 68 Day 4 T442 Review Words with ore and or • T443 Cumulative Review Day 5 T458 Assessment	Weekly Tests T458 20.9-20.10
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3b I will know spelling-sound patterns for words with vowel teams.	• I will know spelling-sound patterns for words with vowel teams.	Vowel teams	PTR: Part III WJ WTW http://www.fcrr.org/Curriculum/studentCenterActivities.shtm			
Comprehension				Comprehension	J-L16	(OPTIONAL)
CC.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (This is the Focus Wall <u>Target Skill and Strategy</u> for the week	• I will describe how words and phrases supply rhythm and meaning in text.	Rhythm Phrases Alliteration	POTP: p. 11-29 (poetry)	Skill: Story Structure Strategy: Infer/Predict Genre: Realistic Fiction Fluency: Rate Essential Questions: When might a character need help solving a problem?	Main Selection "Mr. Tanen's Tie Trouble" Genre: Realistic Fiction Day 1 T32-T43; SB:14-34 Day 2 Introduce Comprehension T30-T31 Story Structure; Infer/Predict (Analyze/Evaluate) PB: Vol. 2, p. 4 AL: characters, setting, plot, infer, predict Develop Comprehension T34-T43 • Projectables 16.5a, 16.5b, 16.5c (Story Map) Your Turn T45	Weekly Tests T75 16.5-16.7
CC.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	• I will identify the main topic of a multi-paragraph. • I will identify the focus of specific paragraphs within the text.	Multi-paragraph. Identify Topic Specific	NRP: Chapter 5 http://www.learningbridges.com/NewsletterArticle.aspx?ArticleID=96			
CC.RI.2.4 Determine the meaning of words and	• I will determine the	Text	GR: p. 163-166			

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phrases in a text relevant to a grade 2 topic or subject area.	meaning of words and phrases in a text or topic.	Topic	<i>WJ</i>		Day 3 Deepen Comprehension T52-T53 Story Structure • Projectable 16.8 (Story Map) PB: Vol. 2, p. 9 AL: characters, setting, plot Day 4 Connect To “Playground Fun” T60-T61 Genre: Informational • MC: T61 Connect to Science	
CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<ul style="list-style-type: none"> I will know and use text features to locate key facts or information in a text. 	Text features Key facts Captions Bold print Subheading Glossaries Indexes Electronic menus	<i>CT:</i> Lessons 2 and 3 <i>Weekly Reader Time for Kids Spigot.com</i> http://www.hollyridge2.com/2011/04/nofiction-text-features-jeopardy.html			
CC.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> I will identify the main purpose of a text. I will identify what the author wants to answer, explain, or describe. 	Identify Main purpose Text	<i>NRP:</i> Chapter 5 <i>STW2</i>			
CC.RI.2.8 Describe how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> I will describe how reasons support specific points the author makes. 	Support Opinion	<i>GRW</i> <i>RWM</i>			
Spelling				J-L20 Spelling Words with <i>or, ore</i>	J-L20 Weekly Plan T390-T391 Day 1 T-406 Teach the Principle/Pretest Day 2 T-430 Teach/Word Sort Day 3 T438 Segment Sounds/Build Words Day 4 T448 Connect to Writing PB: Vol. 2, p. 73 Day 5 T454 Assessment	Weekly Tests T454 Spelling Assessment
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none"> I will know spelling-sound patterns for words with vowel teams. 	Vowel teams	<i>PTR:</i> Part III <i>WJ</i> <i>WTW</i> http://www.fcrr.org/Curriculum/studentCenterActivities.shtm			
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> I will use reference materials to check my spelling. 	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english <i>MM2-3:</i> p. 47-52, 81-96, 112 <i>GRW</i>			

Grammar				Grammar Adjectives	Teacher Selected Materials for Grammar Study
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1e Use adjectives and adverbs, and choose between them depending on what is being modified.	I will use adjectives to modify.	Produce Expand Complete Simple Compound	MM2-3 TDC: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.ncirc.org/essentials/grammar/grindex.htm		
Writing				<u>Writing</u> Opinion	
CC.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, and also) to connect opinion and reasons, and provide a concluding statement or section. (Refer to FSPS Writing Criteria E)	<ul style="list-style-type: none">• I will write an introduction to an opinion piece.• I will write to state my opinion.• I will write reasons that support my opinion.• I will use linking words to connect my opinion with my reasons.• I will write a concluding statement or section.	Opinion Linking words Introduction State Concluding statement Section	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS		
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none">• I will use adjectives and adverbs correctly.	Adjectives Adverbs	MM2-3: p. 72-74, 112 http://www.readingrockets.org/article/27876/ http://www.ncirc.org/essentials/grammar/grindex.htm		

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary during Author Study.		
<ul style="list-style-type: none">Teachers may choose standards that best match their Author Study.Refer to FSPS Vocabulary Instruction Guidelines K-6.						
Word Work/Phonics				J-L21 Phonics Words with er, ir , ur	J-L21 Weekly Plan T286-T287 <u>Day 1</u> T18-T21 Words with er (er, ir, ur) PB: Vol. 2, p. 76 Decodable Reader “Mustangs” T21 <u>Day 2</u> T26-T27 Words with er PB: Vol. 2, p. 78 <u>Day 3</u> T48 Cumulative Review PB: Vol. 2, p. 83 <u>Day 4</u> T58 Review Words with ir,ur • T59 Cumulative Review <u>Day 5</u> T74 Assessment	(Optional) Weekly Tests T74 21.9-21.10
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	• I will distinguish long and short vowels in one syllable words.	Distinguish Syllable	PTR: p.105-127 WJ WTW			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	• I will know spelling-sound patterns for words with vowel teams.	Vowel teams	PTR: Part III WJ WTW http://www.fcrr.org/Curriculum/studentCenterActivities.shtml			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3c Decode regularly spelled two-syllable words with long vowels.	• I will decode two syllable words with long vowels.	Decode Two-syllable Long vowels	PTR: p. 114-126			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3d Decode words with common prefixes and suffixes.	• I will decode words with common prefixes and suffixes.	Decode Prefixes Suffixes	WJ WTW BWL			
Comprehension: Author’s Study				Teacher Selected Materials for Author Study		
<ul style="list-style-type: none">Teacher may choose standards that best match their Author Study.						
Spelling				Spelling J-L21 Words with er, ir, ur	J-L21 Weekly Plan T6-T7 <u>Day 1</u> T22 Teach the Principle/Pretest <u>Day 2</u> T44 Teach/Word Sort <u>Day 3</u> T54 Segment Sounds/Build Words	Weekly Tests T70 Spelling Assessment
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	• I will identify words with inconsistent but common spelling-sound correspondences.	Identify Inconsistent Common Correspondence	GRW			

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CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> I will use reference materials to check my spelling. 	Reference materials	http://www.wordcentral.com/http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW		Day 4 T64 Connect to Writing PB: Vol. 2, p. 88 Day 5 T70 Assessment	
Grammar				Grammar Adverbs	Teacher Selected Materials for teaching Adverbs	
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1e Use adjectives and adverbs, and choose between them depending on what is being modified.	I will use adjectives to modify.	Produce Expand Complete Simple Compound	MM2-3 TDC: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.ncrlrc.org/essentials/grammar/grindex.htm			
Writing				Writing Narrative Refer to FSPS Writing Criteria A, B		
CC.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.	<ul style="list-style-type: none"> I will write a narrative that recounts an event. I will add details to describe actions, thoughts and feelings. I will use temporal (transition) words. I will write a story with closure. (conclusion) 	Narrative Recount Event Include Details Transition Conclusion Closure Temporal words	http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html?tab=2#tabs Is That a Fact? , p 187-209 Small Moments: Appendix A: Appendix C: GRW: CL:			

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WEEK 27

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary Study		
<ul style="list-style-type: none">Teacher may choose standards that best match their research connections genre.Refer to FSPS Research Connections Criteria.Refer to FSPS Vocabulary Instruction Guidelines K-6.						
Word Work/Phonics						
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none">I will distinguish long and short vowels in one syllable words.	Distinguish Syllable	PTR: p.105-127 WJ WTW	Phonics J-L22 Homophones	J-L22 Weekly Plan T286-T287 Day 1 T114-T115 Homophones (o, oa, ow) PB: Vol. 1, p. 196 Decodable Reader "What's That" T117 Day 2 T122-T123 Homophones PB: Vol. 2, p. 93 Day 3 T144 Cumulative Review Base Word PB: Vol. 2, p. 98 Day 4 T154 Review Words with Base Words with Endings <ul style="list-style-type: none">T155 Cumulative Review Day 5 T170 Assessment	(Optional) Weekly Tests T170 22.8-22.12
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none">I will know spelling-sound patterns for words with vowel teams.	Vowel teams	PTR: Part III WJ WTW http://www.fcrr.org/Curriculum/studentCenterActivities.shtm			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3c Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none">I will decode two syllable words with long vowels.	Decode Two-syllable Long vowels	PTR: p. 114-126			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3d Decode words with common prefixes and suffixes.	<ul style="list-style-type: none">I will decode words with common prefixes and suffixes.	Decode Prefixes Suffixes	WJ WTW BWL			
Comprehension: Research Connections						
<ul style="list-style-type: none">Teacher may choose standards that best match the research connections genre.Suggested Comprehension strategies & skills: Conclusions and Infer/PredictRefer to FSPS Research Connections Criteria				Teacher Selected Materials for Research Connections		
Spelling				J-L22 Spelling Homophones	J-L22 Weekly Plan T286-T287 Day 1 T118 Teach the Principle/Pretest Day 2 T140 Teach/Word Sort Day 3 T150 Segment Sounds/Build Words Day 4 T160 Connect to Writing PB: Vol. 2, p. 103 Day 5 T166 Assessment	Weekly Tests T166 Spelling Assessment
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none">I will use reference materials to check my spelling.	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW			

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Grammar				Grammar Possessives	Teacher Selected Materials for Teaching Adverbs
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	I will use apostrophes to show possession.	Apostrophe Possessive			
Writing				Correlate Writing Piece/Product to Research Topic	
CC.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none">I will participate in writing projects.	Recall Experiences Gather	http://kids.britannica.com/ <i>IW</i> : Chapter 11		

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary during Research Connections study		
<ul style="list-style-type: none">Teacher may choose standards that best match their research connections genre.Refer to FSPS Research Connections Criteria.Refer to FSPS Vocabulary Instruction Guidelines K-6.						
Word Work/Phonics				J-L23 Phonics Words with Suffixes (y, ly, ful)	J-L23 Weekly Plan T286-T287 Day 1 T210-T211 Words with Long o (o, oa, ow) PB: Vol. 2, p. 106 Decodable Reader "Fraidy Cat" T213 Day 2T218-T219 Suffixes PB: Vol. 2, p. 108 Day 3 T240 Cumulative Review PB: Vol. 2, p. 113 Day 4 T250 Review Words with tion ture • T251 Cumulative Review Day 5 T266 Assessment	(OPTIONAL) Weekly Tests T266 23.148-23.19
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<ul style="list-style-type: none">I will distinguish long and short vowels in one syllable words.	Distinguish Syllable	PTR: p.105-127 WJ WTW			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none">I will know spelling-sound patterns for words with vowel teams.	Vowel teams	PTR: Part III WJ WTW http://www.fcrr.org/Curriculum/studentCenterActivities.shtm			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3c Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none">I will decode two syllable words with long vowels.	Decode Two-syllable Long vowels	PTR: p. 114-126			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3d Decode words with common prefixes and suffixes.	<ul style="list-style-type: none">I will decode words with common prefixes and suffixes.	Decode Prefixes Suffixes	WJ WTW BWL			
Comprehension				Teacher Selected Materials for Research Connections		
<ul style="list-style-type: none">Teacher may choose standards that best match the research connections genre.Suggested Comprehension strategies & skills: Cause & Effect and QuestionRefer to FSPS Research Connections Criteria						
Spelling				J-L23 Spelling Suffixes ly,ful	J-L23 Weekly Plan T286-T287 Day 1T214 Teach the Principle/Pretest Day 2T236 /Word Sort Day 3T246 Segment Sounds/Build Words Day 4T256 Connect to Writing PB: Vol. 2, p. 118 Day 5T262 Assessment	Weekly Tests T262 Spelling Assessment
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none">I will use reference materials to check my spelling.	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW			

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WEEK 28

Grammar				Grammar J-L28	J-L28 Weekly Plan T286-T287	(OPTIONAL) Weekly Tests T265
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L2.2c Use an apostrophe to form contractions and frequently occurring possessives.	I will use apostrophes to show possession.	Apostrophe Possessive		Possessive Nouns	<u>Day 1</u> T214 Possessive Nouns Projectable 28.2 PB: Vol. 2, p. 182 <u>Day 2</u> T236 Possessive Nouns Projectable 28.6 PB: Vol. 2, p. 186 <u>Day 3</u> T244 Possessive Nouns PB: Vol. 2, p. 191 <u>Day 4</u> T254 Spiral Review: Irregular Verbs PB: Vol. 2, p. 194 <u>Day 5</u> T260-261 Weekly Review: Possessive Nouns Connect to Writing: Possessive Nouns PB: Vol. 2, p. 195	28.15-28.17
Writing				Correlate Writing Piece/Product to Research Topic		
CC.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	• I will participate in writing projects.	Recall Experiences Gather	http://kids.britannica.com/ /W: Chapter 11			

Reference FSPS Year at a Glance
END OF 3RD QUARTER

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WEEK 29

The following standards are minimally addressed in 3rd Quarter. To ensure adequate coverage, incorporate these standards in whole group lessons, small group instruction or literacy work station activities when possible.

L.2.1a, L.2.1b, L.2.1c, L.2.1d, L.2.1e, L.2.2a, L.2.2b, L.2.2c, L.2.2e, L.2.3a, L.2.3b, L.2.4c, L.2.4d, L.2.4e, L.2.5b, L.2.6, RF.2.3b

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				J-L18 <u>Phonemic Awareness</u>	J-L18 Weekly Plan <u>T198-T199</u> <u>Day 1</u> T204-T205 DL Identify Sound Placement <u>Day 2</u> T216-T217 DL Identify Sound Placement <u>Day 3</u> T238-T239 DL Blending Phonemes <u>Day 4</u> T248-T249 DL Blend Phonemes <u>Day 5</u> T258-T259 Identify Sound Placement AL: phonemes <u>Weekly Plan T198-T199</u> <u>Day 1 Daily Vocabulary Boost</u> T203 <u>Read Aloud</u> "Floods: Dangerous Water" T204-T205 CLLG: p. 55 • Projectable 18.1 (Read Aloud: Model Oral Fluency) Introduce Vocabulary	J-L18 (OPTIONAL) Weekly Tests T262 18.13-18.15
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.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). (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of Journeys.)	• I will determine the meaning of the new word formed when a prefix is added.	Prefix Determine	<i>TRS:</i> p. 491-493	Identify Sound Placement Blend Phonemes TARGETED VOCABULARY & STRATEGIES STRATEGY: Suffixes WORD CARDS: Cards 137-144		
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4d <u>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</u> (The <u>rigor</u> of this standard is not addressed in this Journeys lesson.)	• I will use the meaning of individual words to predict the meaning of compound words.	Predict Compound words	<i>BWL</i>			
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e <u>Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</u> (The <u>entire standard</u> is not addressed in this Journeys lesson.)	• I will use glossaries and dictionaries to understand or explain the meaning of words and phrases.	Glossaries Dictionaries	<i>BWL</i> http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english	TARGET VOCABULARY always, anything, been, draw, friends, mother, soon, under, watch, words		

					T208-T209 <u>Day 2</u> Daily Vocabulary Boost T217 Develop Background T220-T221 "The Nobel Prize" <u>Day 3</u> Daily Vocabulary Boost T239 <u>Day 4</u> Daily Vocabulary Boost T249 Vocabulary Strategies T254-T255 • Projectable 18.10 (Suffixes –y -ful) PB: Vol. 2, p. 42 <u>Day 5</u> Daily Vocabulary Boost T259		
Word Work/Phonics					<u>Phonics</u>	<u>J-L24 Weekly Plan</u>	(OPTIONAL)
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3d Decode words with common prefixes and suffixes.	• I will decode words with common prefixes and suffixes.	Decode Prefixes Suffixes	WJ WTW BWL	J-L24	Words with Prefixes re-, un-, over-, pre-, mis-	T294-T295 <u>Day 1</u> T306-T307 Words with PB: Vol. 1, p. 106 Words with Prefixes re-, un-, over-, pre-, mis-	Weekly Tests T362 24.8-24.11
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3e <u>Identify words with inconsistent but common spelling-sound correspondences.</u> (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	• I will identify words with inconsistent but common spelling sound patterns.	Common spelling-sound patterns	WJ WTW BWL	Base Words and Endings -s, -ed, -ing	Decodable Reader "The Unreal Party" T309 <u>Day 2</u> T314-T315 Words with Prefixes re-, un-, over-, pre-, mis- Instructional Routine 3 PB: Vol. 2, p. 123 <u>Day 3</u> T336-T337 Base Words and Endings –s, –ed, -ing PB: Vol.2, p 128 Decodable Reader "Knick Knack" T339		

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WEEK 29

					Day 4 T346 Review Words with Silent Consonants T347 Suffixes -y, ly, -ful and Prefixes re-, un-, over-, pre-, mis- Day 5 T362 Assessment	
Comprehension				Comprehension J-L18 Skill: Understanding Characters Strategy: Analyze/Evaluate Genre: Biography	J-L18 Main Selection “My Name is Gabriela” Genre: Biography Day 1 T224-T235; SB: p. 82-100 Day 2 Introduce Comprehension T222-T223 Understanding Characters • Projectable 1 8.4 PB: Vol. 1, p. 109	(OPTIONAL) Weekly Tests T267 18.2-18.6
CC.RI.2.8 Describe how reasons support specific points the author makes in a text. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	• I will describe how reasons support specific points the author makes.	Support Opinion	<i>NRP</i>			
CC.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	• I will identify the main purpose of a text.	Identify Main purpose Text	<i>NRP</i> : Chapter 5 <i>STW2</i>			

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WEEK 29

<p>CC.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will identify the main topic of a multi-paragraph text. • I will identify the focus of specific paragraphs within the text. 	<p>Multi-paragraph Identify Topic Specific</p>	<p>NRP: Chapter 5 http://www.learningbridges.com/NewsletterArticle.aspx?ArticleID=96</p>	<p>Essential Question: What makes a character interesting?</p>	<p>AL: characters, analyze/evaluate Develop Comprehension T226-T233</p> <ul style="list-style-type: none"> • Projectables 18.5a, 18.5b, 1 8.5c <p>Your Turn T234 Day 3 Deepen Comprehension T244-T245 Understanding Characters</p> <ul style="list-style-type: none"> • Projectable 8.8 PB: Vol. 2, p. 39 <p>AL: characters Day 4 Connect To “Poems About Reading and Writing” T252-T253 Genre: Poetry</p> <ul style="list-style-type: none"> • MC: T2253 • Connect to Poetry 	
<p>CC.RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will determine the meaning of words and phrases in a text or topic. 	<p>Text Topic</p>	<p>GR: p. 163-166 WJ</p>			
<p align="center">Spelling</p>						
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2d Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil)</p> <p>Refer to FSPS Ongoing Standards.</p>	<ul style="list-style-type: none"> • I will use generalized spelling patterns when writing words. 	<p>Spelling patterns</p>	<p>WJ WTW MM2-3: p. 47-52, 81-96</p>	<p>Spelling J-L24 Prefixes re-, un-</p>	<p align="center">J-L24</p> <p>Weekly Plan T294-T295 Day 1 T310 Teach the Principle/Pretest Day 2 T332 Teach/Word Sort Day 3 T342 Segment Sounds/Build Words Day 4 T352 Connect to</p>	<p>Weekly Test T358</p> <p align="center">Spelling Assessment</p>

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WEEK 29

					Writing PB: Vol. 2, p. 133 <u>Day 5</u> T358 Assessment	
Grammar				<u>Grammar</u> Plural Possessives	Teacher Selected Materials for Grammar Study	
CC.L2.2c Use an apostrophe to form contractions and frequently occurring possessives.	I will use apostrophes to show possession.	Apostrophe Possessive				
Writing				<u>Writing:</u> Informative Writing (To Instruct)	Teacher selected materials to teaches writing to instruct	
CC.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.	<ul style="list-style-type: none"> • I will write to inform/explain by introducing a topic. • I will write to inform/explain by using facts and definitions to develop points. • I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding statement Topic	<i>Is That a Fact?</i> NW: PR NCL SYW GRW Appendix A Appendix C			

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SPRING RECESS

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WEEK 30

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<u>Phonemic Awareness</u> J-L20 Substitute Phonemes TARGETED VOCABULARY & STRATEGIES STRATEGY: Prefix over- WORD CARDS: Cards 153-160 TARGET VOCABULARY depended, sore, sprang, studied, gazing, hero, exercise, overlooked	J-L20 Weekly Plan T390-T391 Day 1 T397 DL Substitute Phonemes Day 2 T409 DL Substitute Phonemes Day 3 T433 DL Substitute Phonemes Day 4 T441 DL Substitute Phonemes Day 5 T451DL Substitute Phonemes 91 Weekly Plan T390-T3 Day 1 Daily Vocabulary Boost T397 Read Aloud "Ordinary Heroes!" T398-T399 Projectable 20.1 (Read Aloud: Model Oral Fluency) Introduce Vocabulary T400-T401 Day 2 Daily Vocabulary Boost T409 Develop Background T41-2T413"Hero Dogs" Day 3 Daily Vocabulary Boost T433 Day 4 Daily Vocabulary Boost T441 Vocabulary Strategies T446-T447 • Projectable 20.9 (Prefix Over-) PB:	(OPTIONAL) Weekly Tests T454 10.2-10.3
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.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). (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> • I will determine the meaning of the new word formed when a prefix is added. 	Prefix Determine	<i>TRS</i> : p. 491-493			
CC.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).	<ul style="list-style-type: none"> • I will use words and phrases learned through talking. • I will use words and phrases learned through reading. • I will use words and phrases learned through being read to. • I will use words and phrases learned through responding to texts. • I will use adjectives to describe. • I will use adverbs to describe. 	Phrases Adjectives Adverbs Responding to texts	<i>IRA</i> 2-3			

					Vol. 2, p. 72 Day 5 Daily Vocabulary Boost T451	
Word Work/Phonics				Phonics J-L25	J-L25 Weekly Plan T390-T391	(OPTIONAL) Weekly Tests T458 25.8-25.9
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words CC.RF.2.3d <u>Decode words with common prefixes and suffixes.</u> (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	• I will decode words with common prefixes and suffixes.	Decode Prefixes Suffixes	<i>WJ</i> <i>WTW</i> <i>BWL</i>	Words with au, aw, al, o, a Homophones	Day 1 T402-T403 Words with au, aw, al, o, a PB: Vol. 2, p. 136 Decodable Reader "A Spring Walk" T405	
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3f Recognize and read grade appropriate irregularly spelled words. Refer to FSPS ongoing standards.	• I will recognize and read irregularly spelled words.	Recognize Irregularly	<i>TRS:</i> Chapter 7 <i>PTR</i> <i>WTW</i> <i>WJ</i>		Day 2 T410-T411 Words with au, aw, al, o, a PB: Vol. 2, p. 138 Day 3 T434-T435 Words with suffixes PB: Vol. 2, p. 143 Decodable Reader "The Softball Game!" T434 Day 4 T442 Review Words with au, aw, al, o, a T443 Review Homophones Day 5 T458 Assessment	

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WEEK 30

Comprehension				(OPTIONAL) J-L20	(OPTIONAL) J-L20 Main Selection Or Teacher Selected	(OPTIONAL)
CC.RL.2.1 Ask and answer such questions who, what, where, when, why, and how to demonstrate understanding of key details in a text. (Refer to FSPS Ongoing Reading Standards.) (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	<ul style="list-style-type: none"> • I will ask who, what, where, when, why and how questions. • I will answer who, what, where, when, why, and how questions. 	Demonstrate Key details	<i>STW:</i> p. 17-18, 110-122, 177 <i>IRA2-3:</i> p. 5 <i>CT:</i> Lessons 8-11 <i>RP:</i>	Comprehension Skill: Compare/Contrast Strategy: Monitor/Clarify Genre: Fantasy Fluency: Intonation Essential Question: How can stories be alike and different?	Day 1 “Dex: The Heart of a Hero” Genre: Fantasy T416-T428; SB: p. 150-172 Day 2 Introduce Comprehension T414-T415 Compare/Contrast; Monitor/Clarify <ul style="list-style-type: none"> •projectable 20.4 PB: Vol. 2, p. 64 AL: compare, contrast monitor, clarify Develop Comprehension T418-T428 <ul style="list-style-type: none"> • Projectables 20.5a, 20.5b, 20.5c Your Turn T429 Day 3 Deepen Comprehension T436-T437 Compare and Contrast <ul style="list-style-type: none"> •Projectable 20.8 PB: Vol. 2, p. 69 AL: compare/contrast Day 4 Connect To “Heroes Then and Now” Genre: Informational Text T444-T445 <ul style="list-style-type: none"> • MC: T445 • Connect to Social Studies 	Weekly Tests T459 20.5-20.7
CC.RL.2.3 Describe how characters in a story respond to major events and challenges. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> • I will describe how characters in a story respond to major events and challenges. 	Major events Challenges Characters Respond	<i>GRW:</i> <i>STW2:</i> p. 94-97			
CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> • I will know and use text features to locate key facts or information in a text. 	Text features Key facts Captions Bold print Subheading Glossaries Indexes Electronic menus Icons	http://www.hollyridge2.com/2011/04/no-fiction-text-features-jeopardy.html <i>CT:</i> Lessons 2 and 3 <i>Weekly Reader Time For Kids Spigot.com</i>			

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WEEK 30

Spelling				Spelling J-L25	J-L25 Weekly Plan T390-T391	Weekly Tests T454
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2d Generalize learned spelling patterns when writing words. (e.g., cage – badge; boy – boil) Refer to FSPS ongoing Language standards.	<ul style="list-style-type: none"> I will use generalized spelling patterns when writing words. 	Spelling patterns	WJ WTW MM2-3: p. 47-52, 81-96	Base Words with aw, al, o	Day 1 T406 Teach the Principle/Pretest Day 2 T430 Teach/Word Sort Day 3 T438 Segment Sounds/Build Words Day 4 T448 Connect to Writing PB: Vol. 2, p. 148 Day 5 T454 Assessment	Spelling Assessment
Grammar				Grammar J-L23	J-L23 Weekly Plan T290-T291	(OPTIONAL) Weekly Tests T267
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	I will form and use the past tense of irregular verbs	Irregular Verbs	MI http://www.readingrockets.org/article/27876/ http://www.readwritethink.org/classroom-resources/lesson-plans/sentence-quest-using-parts-6.html?tab=1#tabs http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html	Irregular Verbs	Day 1 T214 Have, Has, Had <ul style="list-style-type: none"> Projectable 23.2 PB: Vol. 2, p. 107 Day 2 T330 Do, Does, Did Projectable 23.6 PB: Vol. 2, p. 112 Day 3 T46 Irregular Verbs PB: Vol. 2, p. 116 Day 4 T256 Spiral Review: The Verb Be PB: Vol. 2, p. 118 Day 5 T262-T263 Weekly Review: Irregular verbs Connect to Writing: Irregular Verbs PB: Vol. 2, p. 120	23.20-23.21

Writing				Writing: Informative (To Instruct)	Teacher Selected Materials to Teach Writing to Instruct
CC.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.	<ul style="list-style-type: none"> • I will write to inform/explain by introducing a topic. • I will write to inform/explain by using facts and definitions to develop points. • I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding statement Topic	<i>Is That a Fact?</i> <i>NW: PR</i> <i>NCL</i> <i>SYW</i> <i>GRW</i> Appendix A Appendix C C		
CC.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).	<ul style="list-style-type: none"> • I will participate in shared research. • I will participate in writing projects. 	Participate Research Projects	<i>IW:</i> Chapter 11 http://kids.britannica.com/		

Reference FSPS Year at a Glance

Week 31: ITBS Testing Grades 1 and 2

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WEEK 32

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J-L21	J-L21 Weekly Plan T6-T7	(OPTIONAL)
<p>CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>CC.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will use context clues to determine meaning of a word or phrase. 	Context clues Phrases	<p>BWL</p> <p>TRS: p. 541-544</p>	<p>Substitute Phonemes</p> <p>TARGETED VOCABULARY & STRATEGIES</p> <p>STRATEGY: Dictionary Entry</p> <p>WORD CARDS: Cards 161-168:</p> <p>TARGET VOCABULARY webbed, waterproof, steer, whistle, otherwise, junior, slippery, finally</p>	<p>Day 1 T12-T13 DL Substitute Phonemes</p> <p>Day 2 T24-T25 DL Substitute Phonemes</p> <p>Day 3 T46-T47 DL Substitute Phonemes</p> <p>Day 4 T56-T57 DL Substitute Phonemes</p> <p>Day 5 T66-T67 Substitute Phonemes</p> <p>Weekly Plan T6-T7</p> <p>Day 1 Daily Vocabulary Boost T13</p> <p>Read Aloud "From Duckling to Duck" T14-T15</p> <p>Projectable 21.1 (Read Aloud: Model Oral Fluency)</p> <p>Introduce Vocabulary T16-T17</p> <p>Day 2 Daily Vocabulary Boost T25</p> <p>Develop Background T28-T29 "Antarctica"</p> <p>Day 3 Daily Vocabulary Boost T47</p> <p>Day 4 Daily Vocabulary Boost T57</p> <p>Vocabulary Strategies T62-T63</p> <p>Projectable 21.10 (Dictionary Entry)</p> <p>PB: Vol. 1, p. 162</p> <p>Day 5 Daily Vocabulary Boost T67</p>	<p>Weekly Tests 21.2-21.5</p>
<p>CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>CC.L.2.4e Use glossaries and beginning dictionaries, both print, and digital, to determine or clarify the meaning of words and phrases.</p> <p>(This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	Glossaries Dictionaries	<p>BWL</p> <p>http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english</p>			

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WEEK 32

Word Work/Phonics				Phonics J-L26	J-L26 Weekly Plan T6-T7	(OPTIONAL) Weekly Tests T74 26.9-26.10
<p>CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will distinguish long and short vowels in one syllable words. 	Distinguish Syllable	<p><i>PTR</i>: p.105-127</p> <p><i>WJ</i></p> <p><i>WTW</i></p>	<p>Words with oo, ew, ue, ou</p>	<p>Day 1 T18-T19 Contractions PB: Vol. 2, p. 151 Decodable Reader "The New Moose" T21 Day 2 T26-T27 Contractions PB: Vol. 2, p. 153 Day 3 T50 Cumulative Review PB: Vol. 2, p. 158 Decodable Reader "Follow the Clues" T50 Day 4 T58 Review Words with oo,ew, ue, ou T59 Cumulative Review Day 5 T74 Assessment</p>	
Comprehension				(OPTIONAL) J-L21 Comprehension	J-L21 Read Aloud Or Teacher Selected Read Aloud Main Selection "Penguin Chick" Genre: Narrative Nonfiction T32-T42 SB: p. 190-207 CLLG: p. 60	(OPTIONAL) Weekly Tests T75 21.6-21.8
<p>CC.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will identify the main topic of a multi-paragraph text. I will identify the focus of specific paragraphs within the text. 	Multi-paragraph Identify Topic Specific	<p>http://www.learningbridges.com/NewsLetterArticle.aspx?ArticleID=96</p> <p><i>NRP</i>: Chapter 5</p>	<p>Skill: Main Ideas & Details</p> <p>Strategy: Infer/Predict</p> <p>Genre:</p>		

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<p>CC.RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>(This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)</p> <p>(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)</p>	<ul style="list-style-type: none"> • I will describe how reasons support specific points the author makes. 	<p>Support Opinion</p>	<p><i>NRP</i></p>	<p>Narrative Nonfiction</p> <p>Fluency: Natural Pauses</p> <p>Essential Question How do you know which facts are important?</p>	<p>Day 2 Introduce Comprehension T30-T31 Main Idea & Details; Infer/Predict</p> <ul style="list-style-type: none"> • Projectable 21.4 (Main Idea & Details: Infer/Predict PB: Vol. 2, p. 79 AL: main idea, details infer <p>Develop Comprehension T34-T41</p> <ul style="list-style-type: none"> • Projectables 21.5a, 21.5b, 21.5c (Idea Support Map) <p>Your Turn T43</p> <p>Day 3 Deepen Comprehension T52-T53 Support Conclusions</p> <ul style="list-style-type: none"> • Projectable 21.8 (Inference Map: Conclusions) PB: Vol. 2, p. 84 AL: main idea, details <p>Day 4 Connect To “Talk About Smart Animals” Genre: Poetry T60-T61; SB: p. 210-211</p> <ul style="list-style-type: none"> • MC: T61 <p>Connect to Poetry</p>	
<p>CC.RI.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>(This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i>. It is not addressed in <i>Journeys</i> Lesson 21 main selection discussion questions. It must be addressed using <i>Journeys</i> and/or supplemental materials sometime during the 9 weeks.)</p>	<ul style="list-style-type: none"> • I will determine the meaning of words and phrases in a text or topic. 	<p>Text Topic</p>	<p><i>NRP</i>: p. 78</p>			
<p>CC.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify as text.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will explain how an image helps me understand the text. 	<p>Explain Image Text</p>				
<p align="center">Spelling</p>				<p>Spelling J-L26</p> <p>Words with oo, ew, ou</p>	<p>J-L26 Weekly Plan T6-T7</p> <p>Day 1 T22 Teach the Principle/Pretest</p> <p>Day 2 T46 Teach/Word Sort</p> <p>Day 3</p>	<p>Weekly Tests T70</p> <p>Spelling Assessment</p>
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2e <u>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</u></p>	<ul style="list-style-type: none"> • I will use reference materials to check my spelling. 	<p>Reference materials</p>	<p>http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english <i>MM2-3</i>: p. 47-52, 81-96, 112 <i>GRW</i></p>			

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(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)					T54 Segment Sounds/Build Words Day 4 T64 Connect to Writing PB: Vol. 2, p. 163 Day 5 T70 Assessment	
Grammar				Grammar		
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1e Use adjectives and adverbs, and choose between them depending on what is being modified.	I will use adjectives to modify.	Produce Expand Complete Simple Compound	MM2-3 TDC: p. 57-58 http://www.readingrockets.org/article/27876/ http://www.ncrlc.org/essentials/grammar/grindex.htm	Adjectives	Teacher Selected Materials for Grammar Study	
Writing				Writing:		
CC.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.	<ul style="list-style-type: none"> • I will write to inform/explain by introducing a topic. • I will write to inform/explain by using facts and definitions to develop points. • I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding statement Topic	<i>Is That a Fact?</i> NW: PR NCL SYW GRW Appendix A Appendix C	Informative Writing (Writing to Instruct)	Teacher Selected Materials for Teaching Writing to Instruct	
CC.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • I will participate in writing projects. 	Recall Experiences Gather	<i>IW:</i> Chapter 11 http://kids.britannica.com/			

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				(OPTIONAL) J-L22 Phonemic Awareness Rhyme and Meaning TARGETED VOCABULARY & STRATEGIES STRATEGY: Figurative Language/Idioms WORD CARDS: Cards 169-176 TARGET VOCABULARY knot, copy, planning, lonely, heavily, seriously, answered, guessed	J-L22 Weekly Plan T100-T101 Day 1 T108-T109 DL Rhyme and Meaning Day 2 T120-T121 DL Rhyme and Meaning Day 3 T142-T143 DL Syllables on spoken words Day 4 T152-T153 DL Syllables on spoken words Day 5 T156-T157 DL Substitute Phonemes Weekly Plan T102-T103 Day 1 Daily Vocabulary Boost T109 Read Aloud "The Middle Seat" T110-T111 • Projectable 22.1 Introduce Vocabulary T112-T113 Day 2 Daily Vocabulary Boost T120 Develop Background T124-T125 "Good Friends?" Day 3 Daily Vocabulary Boost T143 Day 4 Daily Vocabulary Boost T153 Vocabulary Strategies T158-T159 • Projectable 22.10 PB: Vol. 2, p. 102 Day 5 Daily Vocabulary Boost T163	(OPTIONAL) Weekly Tests T170 22.8-22.12
CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. CC.L.2.4e Use glossaries and beginning dictionaries, both print, and digital, to determine or clarify the meaning of words and phrases. (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of Journeys.)	• I will use glossaries and dictionaries to understand or explain the meaning of words and phrases.	Glossaries Dictionaries	BWL http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english			

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Word Work/Phonics				Phonics	J-L27 Weekly Plan	(OPTIONAL)
<p>CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words</p> <p>CC.RF.2.3c Decode regularly spelled two-syllable words with long vowels.</p>	<ul style="list-style-type: none"> I will decode two-syllable words with long vowels. 	<p>Decode Two-syllable Long vowels</p>	<p><i>PTR</i>: p. 114-126</p>	<p>J-L27</p> <p>Words with oo (book)</p>	<p>Day 1</p> <p>T114-T115 Words with oo (book)</p> <p>PB: Vol.2, p. 166</p> <p>Decodable Reader</p> <p>“Woodchuck and the Mysterious Ball”</p> <p>T117</p> <p>Day 2</p> <p>T112-T123 Words with oo</p> <p>PB: Vol. 2, p. 168</p> <p>Day 3</p> <p>T144 Cumulative Review Possessive Nouns</p> <p>PB: Vol. 2, p. 173</p> <p>Day 4</p> <p>T154 Possessive Nouns</p> <p>T155 Cumulative Review</p> <p>Day 5</p> <p>T72 Assessment</p>	<p>Weekly Tests T170</p> <p>27.9-27.11</p>
<p>CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words</p> <p>CC.RF.2.3d <u>Decode words with common prefixes and suffixes.</u></p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will decode words with common prefixes and suffixes. 	<p>Decode Prefixes Suffixes</p>	<p><i>WJ</i> <i>WTW</i> <i>BWL</i></p>			
Comprehension				(OPTIONAL) Comprehension	J-L22 Read aloud Or Teacher Selected Read Aloud	(OPTIONAL)
<p>CC.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.</p> <p>(This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p> <p>(Refer to FSPS Ongoing CC Standards)</p>	<ul style="list-style-type: none"> I will ask who, what, where, when, why, and how questions. I will answer who, what, where, when, why, and how questions. 	<p>Demonstrate Key details</p>	<p><i>STW</i>: p. 17-18, 110-122, 177</p> <p><i>IRA2-3</i>: p. 5</p> <p><i>CT</i>:: Lessons 8-11</p>	<p>J-L22</p> <p>Skill:</p> <p>Understanding Characters</p> <p>Strategy:</p> <p>Question</p> <p>Genre:</p>	<p>Day 1 Main Selection</p> <p>“Gloria Who might Be My Best Friend” Genre: Realistic Fiction</p> <p>T128-T136; SB: p. 220-236</p> <p>Day 2 Introduce Comprehension</p>	<p>Weekly Tests T171</p> <p>22.5-22.7</p>

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<p>CC.RL.2.3 Describe how characters in a story respond to major events and challenges</p> <p>(This standard is the <i>Focus Wall target skill</i> for the week.)</p> <p>(The <i>rigor</i> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will describe how characters in a story respond to major events and challenges. 	<p>Major events Challenges Characters Respond</p>	<p><i>STW2</i>: p. 94-97 <i>GRW</i></p>	<p>Realistic Fiction</p> <p>Fluency: Self-correct</p> <p>Essential Question: What can you learn from a characters words and actions</p>	<p>T126-T127 Understanding Characters; Question</p> <ul style="list-style-type: none"> • Projectable 22.4 (Story Structure: Question) <p>PB: Vol. 2, p. 94 AL: characters, plot, setting, solution Develop Comprehension T130-T138</p> <ul style="list-style-type: none"> • Projectables 22.5a, 22.5b, 22.5c (Column Chart) <p>Your Turn T139 Day 3 Deepen Comprehension T148-T149 Understanding Characters</p> <ul style="list-style-type: none"> • Projectable 22.8 PB: Vol. 2, p. 99 AL: characters Day 4 Connect To “How to Make a Kite” T156-T157 Genre: Information • MC: T157 • Connect to Science 	
<p>CC.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>(This standard is <i>only taught</i> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> • I will describe the connection between a series of historical events. • I will describe the connection between scientific ideas or concepts. • I will describe the steps in technical procedures in a text. 	<p>Series Historical events Scientific procedures Text</p>	<p><i>NRP</i>: p. 110</p>			
<p>CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>(This standard is <i>only taught</i> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> • I will know and use text features to locate key facts or information in a text. 	<p>Text features Key facts Captions Bold print Subheading Glossaries Indexes Electronic menus Icons</p>	<p><i>CT</i>: Lessons 2 and 3 <i>Weekly Reader</i> <i>Time for Kids</i> <i>Spigot.com</i> http://www.hollyridge2.com/2011/04/nofiction-text-features-jeopardy.html</p>			
Spelling						
<p>CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>(The <i>entire standard</i> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> • I will use reference materials to check my spelling. 	<p>Reference materials</p>	<p>http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english <i>MM2-3</i>: p. 47-52, 81-96, 112 <i>GRW</i></p>	<p>Spelling J-L27</p> <p>Words with oo (book)</p>	<p>J-L27 Weekly Plan T102-T103</p> <p>Day 1 T118 Teach the Principle/Pretest Day 2 T140 Word Sort Day 3 T150 Segment Sounds/Build Words Day 4 T160 Connect to Writing PB: Vol. 2, p. 178 Day 5 T166 Spelling Assessment</p>	<p>Weekly Tests T68</p> <p>Spelling Assessment</p>

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Grammar				Grammar	Teacher Selected Materials for Grammar Study
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1e Use adjectives and adverbs, and choose between them depending on what is being modified.	I will use adjectives to modify.	Produce Expand Complete Simple Compound	<i>MM2-3</i> <i>TDC:</i> p. 57-58 http://www.readingrockets.org/article/27876/ http://www.ncrlc.org/essentials/grammar/grindex.htm	Adverbs	
Writing				Writing: Informative Writing (Writing to Instruct)	Teacher Selected Materials for Teaching Writing to Instruct
CC.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.	<ul style="list-style-type: none"> • I will write to inform/explain by introducing a topic. • I will write to inform/explain by using facts and definitions to develop points. • I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding statement Topic	<i>Is That a Fact?</i> <i>NW: PR</i> <i>NCL</i> <i>SYW</i> <i>GRW</i> Appendix A Appendix C		

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WEEK 34

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J-L23	J-L23 Weekly Plan T198-T199	(OPTIONAL) J-L23
<p>CC.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>CC.L.2.4e Use glossaries and beginning dictionaries, both print, and digital, to determine or clarify the meaning of words and phrases.</p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> I will use glossaries and dictionaries to understand or explain the meaning of words and phrases. 	Glossaries Dictionaries	<p>BWL</p> <p>http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english</p>	<p>Syllables in Spoken Words</p> <p>TARGETED VOCABULARY & STRATEGIES</p> <p>STRATEGY: Multiple Meaning Words</p> <p>WORD CARDS: Cards 177-184</p> <p>TARGET VOCABULARY yarn, strands, spinning, dye, weave, sharpening, duplicated, delicious</p>	<p>Day 1 T204-T205 DL Syllables in Spoken Words</p> <p>Day 2 T216-T217 DL Syllables in Spoken Words</p> <p>Day 3 T238-T239 DL Syllables in Spoken Words</p> <p>Day 4 T248-T249 DL Syllables in Spoken Words</p> <p>Day 5 T258-T259 DL Syllables in Spoken Words</p> <p>Weekly Plan T192-T193</p> <p>Day 1 Daily Vocabulary Boost T205</p> <p>Read Aloud "Nothing But a Quilt" T206-T207</p> <ul style="list-style-type: none"> Projectable 23.1 (Read Aloud: Model Oral Fluency) <p>Introduce Vocabulary T208-T209</p> <p>Day 2 Daily Vocabulary Boost T217</p> <p>Develop Background T2210-T2 "School Days"</p> <p>Day 3 Daily Vocabulary Boost T239</p> <p>Day 4 Daily Vocabulary Boost T249</p> <p>Vocabulary Strategies T254-T255</p> <ul style="list-style-type: none"> Projectable 23.10 PB: Vol. 2, p. 117 <p>Day 5 Daily Vocabulary Boost T259</p>	<p>Weekly Tests T266</p> <p>23.7-13.9</p>
<p>CC.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>	<ul style="list-style-type: none"> I will use words and phrases learned through talking. I will use words and phrases learned through reading. I will use words and phrases learned through being read to. I will use words and phrases learned through responding to texts. I will use adjectives to describe. I will use adverbs to describe. 	Phrases Adjectives Adverbs Responding to texts	IRA 2-3			

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Word Work/Phonics				Phonics J-L28	J-L28 Weekly Plan T198-T199	(OPTIONAL) Weekly Tests T264 28.13-28.14
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3b I will know spelling-sound patterns for words with vowel teams.	<ul style="list-style-type: none"> I will know spelling-sound patterns for words with vowel teams. 	Vowel teams	<i>PTR</i> : Part III <i>WJ</i> <i>WTW</i> http://www.fcrr.org/Curriculum/studentCenterActivities.shtm	Vowel Diphthongs ow, ou	Day 1 T210-T213 Words with Vowel Diphthongs ow, ou PB : Vol. 2, p. 181 Decodable Reader "Howie's Big Brown Box" T213 Day 2 T218-T219 Words with Vowel Diphthongs ow, ou PB : Vol. 2, p. 183 Day 3 T240 Cumulative Review PB : Vol. 2, p. 188 Day 4 T248 Review Words with Vowel Diphthongs ow, ou T249 Cumulative Review Day 5 T164 Assessment	
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3c Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none"> I will decode two-syllable words with long vowels. 	Decode Two-syllable Long vowels	<i>PTR</i> : p. 114-126			
Comprehension				(OPTIONAL) J-L23 Comprehension	J-L23 Read Aloud Or Teacher Selected Read Aloud	(OPTIONAL) Weekly Tests T267 23.2-23.6
CC.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.) (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> I will identify the main topic of a multi-paragraph. I will identify the focus of specific paragraphs within the text. 	Multi-paragraph. Identify Topic Specific	<i>NRP</i> : Chapter 5 http://www.learningbridges.com/NewsLetterArticle.aspx?ArticleID=96	Skill : Conclusions Strategy : Summarize Genre : Narrative Nonfiction Fluency : Adjust Rate to Purpose Essential Questions : What helps you	Day 1 Main Selection "The Goat in the Rug" Genre: Informational Text T224-T234; SB:250-268 Day 2 Introduce Comprehension T222-T223 Conclusions; Summarize <ul style="list-style-type: none"> Projectable 23.4 (Conclusions; Summarize) PB: Vol. 2, p. 109 AL : conclusions, summarize Develop Comprehension	
CC.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> I will determine the meaning of words and phrases in a text or topic. 	Text Topic	<i>GR</i> : p. 163-166 <i>WJ</i>			
CC.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<ul style="list-style-type: none"> I will know and use text features to locate key facts or information in a text. 	Text features Key facts Captions Bold print Subheading Glossaries Indexes	<i>CT</i> : Lessons 2 and 3 <i>Weekly Reader</i> <i>Time for Kids</i> <i>Spigot.com</i> http://www.hollyridge2.com/2011/04/non-fiction-text-features-jeopardy.html			

		Electronic menus		make a decision about a character?	T226-T234 <ul style="list-style-type: none">•Projectables 23.5a, 23.5b, 23.5c (Inference Map) Your Turn T234 Day 3 Deepen Comprehension T244-T245Conclusions <ul style="list-style-type: none">• Projectable 23.8 (Inference Map: Conclusions) PB: Vol. 1, p. 189 AL: inference, conclusions Day 4 Connect To “Basket Weaving” T252-T253Genre: Information <ul style="list-style-type: none">• MC: T253• Connect to Social Studies		
Spelling					Spelling J-L28 Vowel Diphthongs ow, ou	J-L28 Weekly Plan T198-T199 Day 1 T214 Teach the Principle/Pretest Day 2 T236 Teach/Word Sort Day 3 T244 Segment Sounds Day 4 T254 Connect to Writing PB: Vol. 2, p. 193 Day 5 T260 Assessment	Weekly Tests T260 Spelling Assessment
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none">• I will use reference materials to check my spelling.	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW				

Grammar				Grammar:	Teacher Selected Materials for Grammar Study
CC.L.2.1 Demonstrate command of standard English grammar and usage when writing or speaking. CC.L.2.1a Use collective nouns.	I will use collective nouns.	Collective nouns	http://www.k12reader.com/collective-nouns/	Collective Nouns and Proper Nouns	
Writing				Writing :	Teacher Selected Materials for Teaching Writing to Instruct
CC.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.	<ul style="list-style-type: none"> I will write to inform/explain by introducing a topic. I will write to inform/explain by using facts and definitions to develop points. I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding statement Topic	<i>Is That a Fact?</i> <i>NW: PR</i> <i>NCL</i> <i>SYW</i> <i>GRW</i> Appendix A Appendix C	Informative Writing (To Instruct)	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher selected materials for Vocabulary during Author Study.		
<ul style="list-style-type: none">Teachers may choose standards that best match their Author Study.Refer to FSPS Vocabulary Instruction Guidelines K-6.						
Word Work/Phonics				J-L29 Phonics Reading Longer Words with Long Vowels a and i Vowel Diphthongs oi, oy	J-L29 Weekly Plan T292-T293 Day 1T306-307 Longer Words with Long Vowels a and i Decodable Reader “Not So Alike” T307 Day 2T312-T313 Longer Words with Long Vowels a and i PB: Vol. 2, p. 198 Day 3T334 Cumulative Review PB: Vol. 2, p. 203 Day 4T344 Longer Words with Long Vowels a and i T345 Cumulative Review Day 5T360 Assessment	(OPTIONAL) Weekly Tests T360 29.9-29.12
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. (The rigor of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none">I will distinguish long and short vowels in one syllable words.	Distinguish Syllable	PTR: p.105-127 WJ WTW			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3b I will know spelling-sound patterns for words with vowel teams.	<ul style="list-style-type: none">I will know spelling-sound patterns for words with vowel teams.	Vowel teams	PTR: Part III WJ WTW http://www.fcrr.org/Curriculum/studentCenterActivities.shtm			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3c Decode regularly spelled two-syllable words with long vowels.	<ul style="list-style-type: none">I will decode two syllable words with long vowels.	Decode Two-syllable Long vowels	PTR: p. 114-126			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none">I will recognize and read irregularly spelled words.	Recognize Irregularly	TRS: Chapter 7 PTR WTW WJ			
Comprehension				Teacher Selected Materials for Author Study.		
<ul style="list-style-type: none">Teacher may choose standards that best match their Author Study						
Spelling				Spelling J-L29 Words with ai, ay, igh, y	J-L29 Weekly Plan T192-T193 Day 1T308 Teach the Principle/Pretest Day 2T330 Teach/Word Sort Day 3T340 Segment Sounds/Build Words Day 4T350 Connect to Writing	Weekly Tests T356 Spelling Assessment
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none">I will use reference materials to check my spelling.	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW			

					PB: Vol. 2, p. 208 Day 5 T356 Assessment	
Grammar				<u>Grammar:</u>	Teacher Selected Materials for Grammar Study	
CC.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.2.1.c Use reflexive pronouns.	I will use reflexive pronouns.	Reflexive pronouns	http://ccss2.watchknowlearn.org/Video.aspx?VideoID=15981&CategoryID=2244	Reflexive Pronouns		
Writing				<u>Writing:</u>	Teacher Selected Materials for Teaching Writing to Instruct	
CC.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.	<ul style="list-style-type: none"> • I will write to inform/explain by introducing a topic. • I will write to inform/explain by using facts and definitions to develop points. • I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding statement Topic	<i>Is That a Fact?</i> NW: PR NCL SYW GRW Appendix A Appendix C	Informative Writing (Write to Instruct)		

FORT SMITH PUBLIC SCHOOLS – Grade 2 Curriculum: Literacy & Integrated Content

WEEK 36 & 37

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher Selected Materials for Vocabulary during Research Connections		
<ul style="list-style-type: none">Teacher may choose standards that best match their research connections genre.Refer to FSPS Research Connections Criteria.Refer to FSPS Vocabulary Instruction Guidelines K-6.						
Word Work/Phonics				Phonics J-L30 Words with Long o and e Final Stable Syllable -le	J-L30 Weekly Plan T388-T389 Day 1T400-T401 Words with Long o and e PB: Vol. 2, p. 211 Decodable Reader "A Picnic Problem" T403 Day 2T408-T409 Words with Long o (o, oa, ow) PB: Vol. 2, p. 213 Day 3T430 Cumulative Review PB: Vol. 2, p. 218 Day 4T440 Final Stable Syllable –le T441 Cumulative Review Day 5T456 Assessment	(OPTIONAL) Weekly Tests T352 30.9-30.12
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	<ul style="list-style-type: none">I will know spelling-sound patterns for words with vowel teams.	Vowel teams	PTR: Part III WJ WTW http://www.fcrr.org/Curriculum/studentCenterActivities.shtm			
CC.RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words. CC.RF.2.3c Decode regularly spelled two-syllable words with long vowels. (The rigor of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none">I will decode two syllable words with long vowels.	Decode Two-syllable Long vowels	PTR: p. 114-126			
CC.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.2.3e Identify words with inconsistent but common spelling-sound correspondences. (The rigor of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none">I will identify words with inconsistent but common spelling sound patterns.	Common spelling-sound patterns	WJ WTW BWL			
Comprehension				Teacher Selected Materials for Research Connections		
<ul style="list-style-type: none">Teacher may choose standards that best match the research connections genre.Suggested Comprehension strategies & skills: Author's Purpose & Text FeaturesRefer to FSPS Research Connections Criteria						
Spelling				Spelling J-L30 Words with oa, ow, ee, ea	J-L30 Weekly Plan T286-T287 Day 1T404 Teach the Principle/Pretest Day 2T426 Teach/Word Sort Day 3T436 Segment Sounds/Build Words Day 4T446 Connect to	Weekly Tests T452 Spelling Assessment
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (The entire standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none">I will use reference materials to check my spelling.	Reference materials	http://www.wordcentral.com/ http://kids.yahoo.com/reference/dictionary/english MM2-3: p. 47-52, 81-96, 112 GRW			

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WEEK 36 & 37

					Writing PB: Vol. 2, p. 223 Day 5T452 Assessment	
Grammar				<u>Grammar:</u> Apostrophes	Teacher Selected Materials for Grammar Study	
CC.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	<ul style="list-style-type: none"> • I will use an apostrophe to form contractions. • I will use an apostrophe to show possession. 	Apostrophe Contraction possession	<i>MI</i> <i>MM</i>			
Writing				<u>Writing:</u> Informational: (To Inform)	Correlate Writing to Piece/Product to Research Topic	
CC.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.	<ul style="list-style-type: none"> • I will write to inform/explain by introducing a topic. • I will write to inform/explain by using facts and definitions to develop points. • I will write to inform/explain by providing a concluding statement. 	Explanatory text Concluding statement Topic	<i>Is That a Fact?</i> <i>NW: PR</i> <i>NCL</i> <i>SYW</i> <i>GRW</i> Appendix A Appendix C			

END OF 4th QUARTER