### Unit 1, Lesson 1

**ANCHOR TEXT:** Henry and Mudge (Realistic Fiction)

**Leveled Readers:** Ben and Sooty, Lucy and Billy, A Pet That Fits, and Billy, the Pet Bird

**Vocabulary Reader:** Pet Rabbits

**Connected Text:** All in the Family (Informational Text)

**Essential Question:** What is a perfect pet like?

**NOTE:** The “days” below refer to the location in the Teacher Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP** - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

#### “DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-15 (RL.2.1, SL.2.2) [ELD-2.1.B.6]**
- **Phonics: Short vowels a, i, TE pp. T16-18 (L.2.2d)**
- **Decodable Reader: We Camp TE p. T19 (RF.2.4b) [see documents and online links #5]**
- **Introduce Vocabulary TE pp. T20-21 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] [see documents and online links #3]**
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T24-31 (RL.2.1, RL.2.4, RL.2.5, RL.2.7) [ELD-2.1.B.6, 2.2.A.1, 2.2.A.2] [see documents and online links #8]**
- **Grammar: Subjects and Predicates TE p. T32 (L.2.11) [ELD-2.2.B.4]**

### English Language Development Support

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- **Vocab Reader: Pet Rabbits T83 (see EL resources - link A)**
- **Language Support Card 1 (see EL resources - link B)**
- **Differentiate Comprehension T85**
- **Audio: We Camp, Henry and Mudge, All in the Family Leveled Practice ELL 1.1-1.2 (see EL resources - link C)**
- **Video Clip: Our Pets (see EL resources - link D)**
- **Vocabulary in Context Cards 1-8 Leveled Practice ELL 1.3 (see EL resources - link E)**

### English Language Learners Tab:

- **E 2 (Speaking and Listening/Develop Target Vocabulary) ELL 1.5**
- **E 3 (Scaffold Comprehension: Henry and Mudge) ELL 1.6**
- **E 4 (Scaffold Comprehension: Henry and Mudge)**
- **E 5 (Sequence of Events Infer/Predict: Henry and Mudge)**
- **E 8 (Scaffold Informational Text Selection: All in the Family)**
- **E 9 (CVC Syllable Pattern)**
- **E 10 (Compare Texts/ Build Academic Sentence Structures)**
- **Leveled Reader: Billy, The Pet Bird T91 (see EL resources - link F)**
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<td><strong>Documents and Online Links</strong></td>
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<td>1. EL Resources 2.1.1.pdf</td>
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<td>4b. Mystery Words-Short a, i</td>
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<td>5. High Frequency Word Cards</td>
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<td>6. Collaboration Lesson Plan - Sequence of Events</td>
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<td>7. What is Understanding by Design</td>
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<td>7.1 How Do We Get To &quot;Understanding&quot;</td>
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<td>7.2 Authentic Education: Understanding by Design</td>
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<td>8. Infer/Predict strategy poster</td>
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<td>Retelling Cards Grade Summary Sheet 2+ grade.pdf</td>
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<td>Journeys 2nd Grade PlannerUnit 1.pdf</td>
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**Spelling: Short Vowels a, i TE p. T32** (L.2.2d) *(see documents and online links #4)*

**Narrative Writing: Introduce the Model TE p. T33** *(W.2.3)* [ELD-2.1.C.10, 2.2.C.6, 2.2.C.7]

**Small Group: Differentiate Phonics, Vocabulary Reader**

**Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

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**“DAY 2”**

- **Phonics: Short Vowels a, i TE pp. T36-37** *(RF.2.3a)*
- **Dig Deeper: How to Analyze the Text TE pp. T38-39** *(RL.2.2, RL.2.4, RL.2.5)* *(see documents and online links #6)* [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]
- **Second Read: Analyze the Text TE pp. T24-30** *(RL.2.4)* [ELD 2.1.B.8]
- **Your Turn TE p. T40** *(RL.2.7, SL.2.1a)* [ELD-2.1.A.1, 2.1.A.3]
- **Write About Reading Performance Task TE p. T41** *(W.2.1)* [ELD-2.1.C.10, 2.1.C.11]
- **Spelling: Teach/Word Sort Short Vowels a, i TE p. T42** (L.2.2d)
- **Grammar: Subjects and Predicates p. T42** *(L.2.1f)* [ELD-2.2.B.3]
- **Narrative Writing: Focus Trait - Ideas TE p. T43** *(W.2.3)* [ELD-2.2.B.3]
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** *(RL.2.2, RL.2.5, RL.2.10)* [ELD-2.1.B.6]
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

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**“DAY 3”**

- **Phonics: Words with CVC Syllable Pattern TE p. T46 - 47** *(RF.2.3f)*
- **Apply Vocabulary Knowledge: Target Vocabulary TE p. T52** *(L.2.5a)* [ELD-2.1.C.12]
- **Apply Vocabulary Knowledge: Dictionary Skills TE p. 53** *(L.2.4e)*
- **Spelling: Short vowels a, i TE p.T54** *(L.2.2d)*
- **Grammar: Subjects and Predicates TE p. T54** *(L.2.1f)* [ELD-2.2.B.3, 2.2.B.3]
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<td><strong>Narrative Writing:</strong> Prewrite TE p. 55 <em>(W.2.3)</em> [ELD-2.2.A.1]</td>
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<td><strong>Small Group:</strong> Differentiate Phonics &amp; Fluency, Leveled Readers</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts) <em>(See Documents and Online Links # 2)</em></td>
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**“DAY 4”**

- **Connect to the Topic:** Informational Text TE p. T60 *(RI.2.10)* [ELD-2.1.B.6]
- **Compare Texts** TE p. T61 *(RI.2.9, SL.2.1a-c, W.2.8)* [ELD-2.1.B.6, 2.1.A.1, 2.1.C.10]
- **Vocabulary Strategies:** Alphabetical Order TE pp. T62-63 *(L.2.4e)*
- **Grammar:** Spiral Review: a, an, the TE p. T64 *(W.2.3)*
- **Spelling:** Short Vowels a, i TE p. T64 *(RF.2.3a)*
- **Narrative Writing:** Draft TE p. T65 *(W.2.3)* [ELD-2.2.A.2]
- **Small Group:** Differentiate Vocabulary Strategies *(L.2.4e)*
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 5”**

- **Extend the Topic:** Domain Specific Vocabulary TE p. T68 *(L.2.5a, L.2.6)* [ELD-2.1.C.12, 2.1.A.2]
- **Speaking and Listening:** Hold a Discussion or Conversation TE p. T69 *(SL.2.1a-b)* ELD-2.1.A.1, 2.1.A.2
- **Spelling:** Assess p. T70 *(L.2.2d)*
- **Grammar:** Subjects and Predicates TE pp. T70-71 *(L.2.1f)* [ELD-2.2.B.3, 2.2.B.3]
- **Daily Proofreading Practice** TE p. T72 *(W.2.5)*
- **Narrative Writing:** Revise and Edit TE pp. T72-73 *(W.2.3, W.2.5)* [ELD-2.1.C.10]
- **Small Group:** Reteach as needed
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*
## Unit 1, lesson 2
(Week 3, 1 Week)

**UNIT 1, LESSON 2**

For general resources for this week see documents and online links #3-8.

*Unit Performance Task see Assess and Reteach week.*

**ANCHOR TEXT:** My Family (Informational)

**Leveled Readers:** Let’s Make Music!, Happy Birthday, Everyone, How to Make a Family Tree, and Birthdays Around the World

**Vocabulary Reader:** Who is in Your Family?

**Connected Text:** Family Poetry (Poetry)

**Essential Question:** What are some things that families like to do together?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP**- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

### “DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T110-111 (SL.2.3) [ELD-2.1.B.8]**
- **Phonics: Short Vowels o, u, e TE pp. T112-114 (RF.2.3a)**
- **Decodable Reader: Bud, Ben, and RozTE p. T115 (RF.2.4b)** (see documents and online links #5)
- **Introduce Vocabulary TE pp. T116-117 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)**
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T120-129 (RI.2.1, RI.2.6, RI.2.7) [ELD-2.1.B.6] (see documents and online links #6)**
- **Grammar: Simple Sentences TE p. T130 (L.2.1) [ELD-2.2.B.3, 2.2.B.4]**
- **Spelling: Short Vowels o, u, e TE p. T130 (L.2.2d) (see documents and online links #4)**
- **Narrative Writing: Introduce the Model TE p. T131 (W.2.3) [ELD-2.1.C.10, 2.2.A.2]**

### English Language Development Support

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: *Who is in Your Family?* T181 (see EL resources - link A)
- Language Support Card 2 (see EL resources - link B)
- Differentiate Comprehension T183
- Audio: *Bud, Ben and Roz, My Family, Family Poetry* Leveled Practice ELL 2.1-2.4 (see EL resources - link C)
- Video Clips: *Families at Work and Play* (see EL resources - link D)
- Vocabulary in Context Cards 9-16 Leveled Practice ELL 2.3 (see EL resources - link E)

### English Language Learners Tab:

- E 12 (Speaking and Listening/ Develop Target Vocabulary)
- E 13 (Scaffold Comprehension: My Family)
- E 14 (Words with Short Vowels o, u, e)
- E 15 (Scaffold Comprehension: My Family)
- E 17 (Using a Glossary)
- E 18 (Scaffold Poetry: Family Poetry)
- E 20 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: *Birthdays Around the World* T189 (see EL resources - link F)

### Documents and Online Links

🔍 1. [EL Resources 2.1.2.pdf](#)
🔍 2. [Literacy Centers Resources](#)
🔍 3. [Vocab Contexts Cards](#)
🔍 4. [Sound Spelling List](#)
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<td>• Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
<td>[4b. Mystery Words-Short o, u, e](4b. Mystery Words-Short o, u, e)</td>
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<td>• &quot;DAY 2&quot;</td>
<td>[5. High Frequency Word Cards](5. High Frequency Word Cards)</td>
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<td>• Phonics: Short Vowels o, u, e TE pp. T134-135 (RF.2.3a)</td>
<td>[7. Retelling Cards - Unit 1](7. Retelling Cards - Unit 1)</td>
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<td>• Dig Deeper: How to Analyze the Text TE pp. T136-137 (RI.2.1, RI.2.7) [ELD-2.1.B.6] (see documents and online links #6)</td>
<td>[7a. Retelling Cards Summary Sheet](7a. Retelling Cards Summary Sheet)</td>
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<td>• Second Read: Analyze the Text TE pp. T120-128 (RI.2.7) [ELD-2.1.B.6]</td>
<td>[8. Question strategy poster](8. Question strategy poster)</td>
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<td>• Your Turn TE p. T138 (RI.2.1, SL.2.1a) ELD-2.1.A.1, 2.1.A.3</td>
<td>Journeys 2nd Grade PlannerUnit 1.pdf</td>
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<td>• Write About Reading Performance Task TE p. T139 (W.2.1) [ELD-2.1.C.11]</td>
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<td>• Grammar: Simple Sentences TE p. T140 (L.2.1f) [ELD-2.2.B.3, 2.2.B.4]</td>
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<td>• Spelling: Teach/Word Sort TE p. T140 (L.2.2d)</td>
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<td>• Narrative Writing: Focus Trait - Voice TE p. T141 (W.2.3) [ELD-2.2.C.6]</td>
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<td>• Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.2.1, RI.2.7, RI.2.10) [ELD-2.1.B.6]</td>
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<td>• Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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<td>• Phonics: Words with CVC Syllable Pattern TE pp. T144-145 (RF.K.2e)</td>
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<td>• Apply Vocabulary Knowledge: Target Vocabulary TE p. T150 (L.2.5a) [ELD-2.1.C.12]</td>
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<td>• Apply Vocabulary Knowledge: Dictionary Skills TE p. 151 (L.2.4e)</td>
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<td>• Spelling: Short Vowels o, u, e TE p. 152 (RF.2.3a)</td>
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<td>• Grammar: Simple Sentences TE p. T 153 (L.2.1f) [ELD-2.2.B.3, 2.2.B.4]</td>
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<td>• Narrative Writing: Prewrite TE p. 153 (W.2.3) [ELD-2.1.C.10, 2.2.A.2]</td>
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<td>• Daily Proofreading Practice TE p. T153 (W.2.3)</td>
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<td>• Small Group: Differentiate Phonics &amp; Fluency, Leveled Readers</td>
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**Unit 1, lesson 3**

**UNIT 1. LESSON 3**

**“DAY 4”**

- Phonics: Review Words with CVC Syllable Pattern TE pp. T156-157 (RF.K.2e)
- Compare Texts TE p. T159 (RI.2.1) [ELD-2.1.B.6]
- Vocabulary Strategies: Using a Glossary TE pp. T160-161 (L.2.4e)
- Spelling: Short Vowels o, u, e TE p. T162 (RF.2.3a)
- Narrative Writing: Draft TE p. T163 (W.2.3, L.2.2b) [ELD-2.1.C.10, 2.2.A.2]
- Small Group: Differentiate Vocabulary Strategies (L.2.4e)
- Small Group: Literacy Centers (Flip Charts)(See Documents and Online Links # 2)

**“DAY 5”**

- Extend the Topic: Domain Specific Vocabulary TE p. T166
- Speaking and Listening: Answering Questions TE p. T167 (SL.2.6, L.2.3a) [ELD-2.1.A.1, 2.1.A.2, 2.1.A.4, 2.1.C.12]
- Grammar: Simple Sentences TE pp. T168-169 (L.2.1f) [ELD-2.2.B.3, 2.2.B.4]
- Spelling: Assess TE p. T168 (L.2.2d)
- Narrative Writing: Revise and Edit TE pp. T170-171 (W.2.3, W.2.5, L.2.2b) [ELD-2.1.C.10, 2.2.A.2, 2.2.B.5]
- Daily Proofreading Practice TE p. T 170 (W.2.5)
- Small Group: Reteach as needed
- Small Group: Literacy Centers (Flip Charts)(See Documents and Online Links # 2)
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<td><strong>(Week 4, 1 Week)</strong></td>
<td>For general resources for this week see documents and online links #1-11. <em>For Unit Performance Task see Assess and Reteach week.</em></td>
<td>For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.</td>
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<td><strong>ANCHOR TEXT:</strong> Dogs (Informational)</td>
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<td>- Vocab Reader: <em>Pets at the Vet</em> T279 (see EL resources - link A)</td>
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<td><strong>Leveled Readers:</strong> Hamsters Make Great Pets, Caring for Cats, Talking with Birds, and Cats</td>
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<td>- Language Support Card 3 (see EL resources - link B)</td>
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<td><strong>Vocabulary Reader:</strong> Pets at the Vet</td>
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<td>- Differentiate Comprehension T281</td>
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<td><strong>Connected Text:</strong> Helping Paws (Informational)</td>
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<td>- Audio: <em>City Ride, Dogs, Helping Paws</em> Leveled Practice ELL 3.1-3.4 (see EL resources - link C)</td>
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<td><strong>Essential Question:</strong> What do pets need to be healthy and happy?</td>
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<td>- Video Clips: <em>Living with Dogs</em> (see EL resources - link D)</td>
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<td><strong>NOTE:</strong> The “days” below refer to the location in the Teacher Edition, <em>not</em> to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.</td>
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<td>- Vocabulary in Context Cards 17-24 ELL 3.3 (see EL resources - link E)</td>
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**SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.**

**“DAY 1”**

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T208-209 (SL.2.2) [ELD-2.1.B.5]**
- **Phonics: Long vowels a, i TE pp. T210-212 (RF.2.3a) (see documents and online links #7)**
- **Decodable Reader: City Ride TE p. T213 (RF.2.4b) (see documents and online links #5)**
- **Introduce Vocabulary TE pp. T214-215 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)**
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T218-227 (RI.2.1, RI.2.6, RI.2.7, RI.2.8, RI.2.10) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #9,11)**
- **Grammar: Statements and Questions TE p. T228 (L.1.1j)**
- **Spelling: Long Vowels a, i TE p. T228 (L.2.2d) (see documents and online links #4)**
- **Narrative Writing: Introduce the Model TE p. T229 (W.2.3) [ELD-2.1.C.10]**
- **Small Group: Differentiate Phonics, Vocabulary Reader**

**English Language Learner Tab:**

- E 22 (Listening and Speaking/ Develop Target Vocabulary)
- E 23 (Scaffold Comprehension: Dogs ELL 3.6)
- E 23 (Words with Long Vowels a, i)
- E 24 (Scaffold Comprehension: Dogs)
- E 27 (Multiple-Meaning Words)
- E 28 (Scaffold Informational Text: Helping Paws)
- E 30 (Compare Texts/ Build Academic Sentence Structures))
- Leveled Reader: *Cats* T287 (see EL resources - link F)

**Progress Monitoring & Assessment**

TE pp.T278-279

**Optional:**

"Day 3"

Apply Vocabulary Knowledge:
Dictionary/Glossary/Thesaurus Skills
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- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 2”**

- **Phonics: Long Vowels a, i TE pp. T232-233** *(RF.2.3a)* *(see documents and online links #7)*
- **Dig Deeper: How to Analyze the Text TE pp. T234-235** *(RI.2.10)* *(ELD-2.1.B.6)* *(see documents and online links #6)*
- **Second Read: Analyze the Text TE pp. T120-128** *(RI.2.1, RI.2.6)* *(ELD-2.1.B.6, 2.1.B.7)*
- **Your Turn TE p. T236** *(RI.2.1, RI.2.6, SL.2.1a)* *(ELD-2.1.B.6, 2.1.B.7, 2.1.A.1, 2.1.A.3)*
- **Write About Reading Performance Task TE p. T237** *(W.2.1)* *(ELD-2.1.C.10, 2.1.C.11)*
- **Grammar: Statements and Questions TE p. T238** *(L.1.1j)*
- **Spelling: Teach/Word Sort Long Vowels a, i TE p. T238** *(RF.2.3a)*
- **Narrative Writing: Focus Trait - Word Choice TE p. T239** *(W.2.3)* *(ELD-2.1.C.10, 2.2.C.6)*
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** *(RI.2.6, RI.2.10)* *(2.1.B.6, 2.1.B.7)*
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 3”**

- **Phonics: Sounds for c TE pp. T242-243** *(RF.2.3f)*
- **Readers Guide TE p. T246** *(RI.2.1, RF.2.4c, SL.2.1a-c, SL.2.6)* *(ELD-2.1.A.1, 2.1.A.3, 2.1.B.6)*
- **Apply Vocabulary Knowledge: Target Vocabulary TE p. T248** *(L.2.5a)*
- **Apply Vocabulary Knowledge: Glossary Skills TE p. T249** *(L.2.4e)*
- **Grammar: Statements and Questions TE p. T250** *(L.1.1j)*
- **Spelling: Long vowels a, i TE p.T250** *(RF.2.3a)*
- **Narrative Writing: Prewrite TE p. 251** *(W.2.3)* *(ELD-2.1.C.10)*
- **Small Group: Differentiate Phonics & Fluency, Leveled Readers**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 4”**

- **1. EL Resources 2.1.3.pdf**
- **2. Literacy Centers Resources**
- **3. Vocab Context Cards**
- **4. Sound Spelling List**
- **4a. Sound Spelling List v2**
- **4b. Mystery Words-Long a, i**
- **5. High Frequency Word Cards**
- **6. Collaboration Lesson Plan - Author’s Purpose**
- **7. Long Vowels song- Apples and Bananas**
- **8. Informational Texts: Reading for Inquiry - Professional Development video**
- **9. Informational Text Features - Professional Development Video**
- **10. Retelling Cards - Unit 1**
- **10a. Retelling Cards Summary Sheet**
- **11. Analyze/Evaluate strategy poster**
- **G2.L3 Deconstruct the Prompt.docx**
- **G2.L3 Quick Write Options**
- **G2.L3 Quick Write Attachment 1 Page 1 of 2**
- **G2.L3 Quick Write Attachment 1 Page 2 of 2**
- **Journeys 2nd Grade PlannerUnit 1.pdf**
Phonics: Review Sounds for c TE p. T254 (RF.2.3f)
Connect to the Topic: Informational Text TE p. T256 (RI.2.5, RI.2.10) [ELD-2.1.B.6]
Compare Texts TE p. T257 (W.2.2, W.2.3, SL.2.4, SL.2.6) [ELD-2.1.C.10, 2.1.C.11]
Vocabulary Strategies: Multiple Meaning Words TE pp. T258-259 (L.2.4a, L.2.4e) [ELD-2.1.B.6]
Grammar: Predicates TE p. T260 (L.2.1f) [ELD-2.2.B.3]
Spelling: Long vowels a, i TE p.T260 (RF.2.3a)
Narrative Writing: Draft TE p. T261 (W.2.3) [ELD-2.1.C.10]
Small Group: Differentiate Vocabulary Strategies (L.2.4a, L.2.4e) [ELD-2.1.B.6]
Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 5”

Extend the Topic: Domain Specific Vocabulary TE p. T264
Speaking and Listening: Sharing an Experience TE p. T265 (W.2.8, SL.2.1c, SL.2.3, SL.2.4) [ELD-2.1.C.10, 2.1.A.1, 2.1.A.4, 2.1.B.5, 2.1.C.12, 2.2.A.2]
Grammar: Statements and Questions TE pp. T266-267 (L.1.1j)
Spelling: Assess TE p. T266 (L.2.2d)
Narrative Writing: Revise and Edit TE pp. T268-269 (W.2.3, W.2.5) [ELD-2.1.C.10]
Daily Proofreading Practice TE p. T 268 (W.2.5)
Small Group: Reteach as needed
Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)
<table>
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<tr>
<th>Unit</th>
<th>Text Support</th>
<th>Resources</th>
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<tr>
<td>Leveled Readers:</td>
<td><em>Cub Saves the Day, Fly to the Rescue!, Ferdinand Saves the Day, and Flora the Fly Saves the Spiders</em></td>
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<td>Vocabulary Reader:</td>
<td><em>Along Came a Spider...</em></td>
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<td>Connected Text:</td>
<td><em>A Swallow and a Spider (Fable)</em></td>
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<tr>
<td>Essential Question:</td>
<td><em>How do good friends act?</em></td>
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**NOTE:** The “days” below refer to the location in the Teacher Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP-** Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

### “DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T306-307** (SL.2.1.c, SL.2.2, L.2.6) [ELD-2.1.A.1, 2.1.B.5]
- **Phonics: Long vowels o, u, e TE pp. T308-310** (RF.2.3a) (see documents and online links #8)
- **Decodable Reader: A Bed of Roses** TE p. T311 (RF.2.4b) (see documents and online links #5)
- **Introduce Vocabulary TE pp. T312-313** (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3, 7)
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T316-329** (RL.2.1, RL.2.3, RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #11)
- **Grammar: What is a noun? TE p. T330** (L.K.1b) (see documents and online links #9)
- **Spelling: Long Vowels o, u TE p. T330** (L.2.2d) (see documents and online links #4)
- **Narrative Writing: Introduce the Model** TE p. T331 (W.2.3, W.2.5) [ELD-2.1.C.10, 2.2.A.2]
- **“See TE p. 367 for Day 1 Research and Media Literacy Performance Task Prep** |
- **Small Group: Differentiate Phonics, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

### “DAY 2”

- **Vocab Reader: Along Came a Spider** T381 (see EL resources - link A)
- **Language Support Card 4** (see EL resources - link B)
- **Differentiate Comprehension** T383
- **Differentiate Vocabulary Strategies** T391
- **Audio: A Bed of Roses, Diary of a Spider, A Swallow and a Spider** Leveled Practice ELL 4.1-4.4 (see EL resources - link C)
- **Vocabulary in Context Cards** 25-32 (see EL resources - link D)

**English Language Learner Tab:**

- E 32 (Speaking and Listening/Develop Target Vocabulary)
- E 33 (Scaffold Comprehension: Diary of a Spider) ELL 4.6
- E 33 (Words with Long Vowels o,u,e)
- E 34 (Scaffold Comprehension: Diary of a Spider)
- E 37 (Context Clues)
- E 38 (Scaffold Fiction Selection: Swallow and the Spider)
- E 40 (Compare Texts/ Build Academic Sentence Structures))
- Leveled Reader: *Flora the Fly Saves the Spiders* T38 (see EL resources - link E)

**Documents and Online Links**

- 1. EL Resources 2.1.4.pdf
- 2. Literacy Centers Resources
- 3. Vocab Context Cards
- 4. Sound Spelling Cards
- 4a. Sound Spelling List v2
- 4b. Mystery Words-Long o, u, e
- 5. High Frequency Word Cards
- 6. Collaboration Lesson Plan - Cause and Effect
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<th>Unit</th>
<th>Text Support</th>
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<td></td>
<td><strong>Phonics: Long Vowels o, u, e</strong> TE pp. T334-335 (L.2.2d) (see documents and online links #8)</td>
<td>7. Vocabulary in Context (swat game)</td>
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<td><strong>Dig Deeper: How to Analyze the Text</strong> TE pp. T336-337 (RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #6)</td>
<td>8. Long Vowels song- Apples and Bananas</td>
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<td><strong>Your Turn</strong> TE p. T338 (RL.2.2, RL.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.A.1, 2.1.A.3]</td>
<td>10. Retelling Cards - Unit 1</td>
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<td><strong>Write About Reading Performance Task</strong> TE p. T339 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]</td>
<td>10a. Retelling Cards Summary Sheet</td>
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<td><strong>Grammar: What is a noun?</strong> TE p. T340 (L.K.1b)</td>
<td>11. Summarize strategy poster</td>
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<td><strong>Spelling: Teach/Word Sort Long Vowels o, u</strong> TE p. T340 (L.2.2d)</td>
<td>G2.L4 Quick Write Options</td>
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<td><strong>Narrative Writing: Focus Trait - Ideas</strong> TE p. T341 (W.2.3) [ELD-2.1.C.10, 2.2.A.2, 2.2.C.6]</td>
<td>G2.L4 Quick Write Attachment 1</td>
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<td>*See TE p. 367 for Day 2 Research and Media Literacy Performance Task Prep</td>
<td>Journeys 2nd Grade PlannerUnit 1.pdf</td>
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<td><strong>Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)</strong> (RL.2.4, RL.2.7, RL.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]</td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> (See Documents and Online Links # 2)</td>
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<td><strong>“DAY 3”</strong></td>
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<td><strong>Phonics: Sounds for g</strong> TE pp. 344-345 (RF.K.2f)</td>
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<td><strong>Readers Guide</strong> TE p. T348 (RL.2.1, RL.2.2, RL.2.7, RF.2.4c, SL.2.1a-c, SL.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.B.6]</td>
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<td><strong>Apply Vocabulary Knowledge: Target Vocabulary</strong> TE p. T350 (L.2.5a) [ELD-2.1.C.12]</td>
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<td><strong>Apply Vocabulary Knowledge: Dictionary Skills</strong> TE p. T351 (L.2.4e)</td>
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<td><strong>Grammar: What is a noun?</strong> TE p. T352 (L.K.1b)</td>
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<td><strong>Spelling: Long vowels o, u</strong> TE p.T352 (L.2.2d)</td>
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<td><strong>Narrative Writing: Prewrite</strong> TE p. 353 (W.2.3, W.2.8) [ELD-2.1.C.10, 2.2.A.2]</td>
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<td>*See TE p. 367 for Day 3 Research and Media Literacy Performance Task Activity</td>
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<td><strong>Small Group: Differentiate Phonics &amp; Fluency, Leveled Readers</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> <em>(See Documents and Online Links # 2)</em></td>
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**“DAY 4”**

- Phonics: Review Word with sounds for g TE pp. 356-357 *(RF.K.2f)*
- **Connect to the Topic: Fable** TE p. T358 *(RL.2.2)* [ELD-2.1.B.6]
- Spelling: Long Vowels o, u TE p. T362 *(L.2.2d)*
- Narrative Writing: Prewrite TE p. T363 *(W.2.3)* [ELD-2.1.C.10, 2.2.A.2]
- “See TE p. 367 for Day 4 Research and Media Literacy Performance Task Activity
- **Small Group: Differentiate Vocabulary Strategies** *(L.2.4a)* [ELD-2.1.B.6]
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 5”**

- **Research and Media Literacy Performance Task:** Brainstorming TE p. T367 *(SL.2.1.a-c)*
- Spelling: Assess TE p. T368 *(L.2.2d)*
- Daily Proofreading Practice TE p. T370 *(W.2.5)*
- **Small Group: Reteach as needed**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**Unit 1, lesson 5** **UNIT 1, LESSON 5**

**English Language Development Support**
For general resources for this week see documents and online links #3-8.

For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: Teacher’s Pets (Realistic Fiction)
Leveled Readers: Caty the Caterpillar, Foster’s Farm, Where is Gus-Gus?, and Foster’s Famous Farm
Vocabulary Reader: Fun Pets
Connected Text: See Westburg by Bus! (Informational)
Essential Question: How is a school like a community?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration)** TE pp. T408-409 (RL.2.1, SL.2.1c, SL.2.2) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6]
- **Phonics: Consonant Blends with r, l, s** pp. T410-412 (L.2.2d)
- **Decodable Reader:** Flint Cove Clambake TE p. T413 (RF.2.4b) (see documents and online links #5)
- **Introduce Vocabulary** pp. T414-415 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- **First Read:** Think Through the Text (Use Text Evidence) TE pp. T418-431 (RL.2.1, RL.2.5, RL.2.7) [ELD-2.1.B.6, 2.2.A.1] (see documents and online links #6,8)
- **Grammar:** Singular and Plural Nouns TE p. T432 (L.1.1c) [ELD-2.2.B.4]
- **Spelling:** Consonant Blends with r, l, s-Teach the principal TE p. T432 (L.2.2d) (see documents and online links #4)
- **Narrative Writing:** Introduce the Model TE p. T433 (W.2.3, W.2.6) [ELD-2.1.C.10]

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: *Fun Pets* T485 (see EL resources - link A)
- Language Support Card 5
- Differentiate Comprehension T487
- Differentiate Vocabulary Strategies T495
- Audio: *Flint Cove Clambake, Teacher’s Pets, See Westburg by Bus!* Leveled Practice ELL 5.1-5.4 (see EL resources - link B)
- Video Clip: *School Bus Ride* (see EL resources - link C)
- Vocabulary in Context Cards 33-40 ELL 5.3 (see EL resources - link D)

**English Language Learner Tab:**

- E 42 (Speaking and Listening/Develop Target Vocabulary)
- E 43 (Scaffold Comprehension: Teacher’s Pet)
- E 44 (Scaffold Comprehension: Teacher’s Pet)
- E 47 (Base Words and Endings -ed, -ing)
- E 48 (Scaffold Informational Text: See Westburg by Bus!)
- E 50 (Compare Texts/ Build Academic Sentence Structures))
- Leveled Reader: *Foster’s Famous Farm* T49 (see EL resources - link E)

**Documents and Online Links**

1. **EL Resources 2.1.5.docx**
2. **Literacy Centers Resources**
3. **Vocab Context Cards**
4. **Sound Spelling List**
4a. **Sound Spelling List v2**
Unit | Text Support | Resources
--- | --- | ---

- ‘See TE p. 467 for Day 1 Research and Media Literacy Performance Task Prep
- **Small Group:** Differentiate Phonics, Vocabulary Reader
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 2”**

- *Phonics: Consonant Blends with r, l, s TE pp. T436-437 (L.2.2d)*
- **Dig Deeper:** How to Analyze the Text TE pp. T438-439 (RL.2.4, RL.2.5, RL.2.7) [ELD-2.1.B.6, 2.2.A.1] *(see documents and online links #6)*
- **Second Read:** Analyze the Text TE pp. T418-430 (RL.2.4, RL.2.5) [ELD-2.1.B.6, 2.2.A.1]
- *Your Turn TE p. T440 (RL.2.5, RL.2.7) [ELD-2.1.B.6, 2.2.A.1]*
- *Write About Reading Performance Task TE p. T441 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]*
- **Grammar:** Singular and Plural Nouns TE p. T442 (L.1.1c) [ELD-2.2.B.4]
- **Spelling:** Teach/Word Sort Consonant Blends r, l, s TE p. T442 (L.2.2d)
- **Narrative Writing:** Focus Trait - Sentence Fluency TE p. T443 (W.2.3, W.2.6, L.2.11) [ELD-2.1.C.10, 2.2.B.5]
- ‘See TE p. 467 for Day 2 Research and Media Literacy Performance Task Prep
- **Small Group:** Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.2.4, RL.2.5, RL.2.10) [ELD-2.1.B.6, 2.2.A.1]
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 3”**

- *Phonics: Cumulative Review TE p. 446 (RF.2.3a)*
- **Readers Guide** TE p. T448 (RL.2.1, RL.2.5, RF.2.4c, SL.2.1a-c, SL.2.6)
- **Apply Vocabulary Knowledge:** Target Vocabulary TE p. T450 (L.2.5a)
- **Apply Vocabulary Knowledge:** Dictionary Skills TE p. T451 (L.2.4e)
- **Grammar:** Singular and Plural TE p. T452 (L.1.1c) [ELD-2.2.B.4]
- **Spelling:** Consonant Blends r, l, s TE p. T452 (L.2.2d)
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<td><strong>Narrative Writing: Prewrite TE p. 453</strong> <em>(W.2.3, W.2.6)</em> [ELD-2.1.C.10]</td>
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<td><em>See TE p. 467 for Day 3 Research and Media Literacy Performance Task Activity</em></td>
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<td><strong>Small Group: Differentiate Phonics &amp; Fluency, Leveled Readers</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> <em>(See Documents and Online Links # 2)</em></td>
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**“DAY 4”**

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<td><strong>Phonics: Review Word with Consonant Blends r, l, s TE p. T456</strong> <em>(L.2.2d)</em></td>
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<td><strong>Connect to the Topic: Informational Text TE p. T458</strong> <em>(RI.2.5, RI.2.10)</em> [ELD-2.1.B.6]</td>
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<td><strong>Compare Texts TE p. T459</strong> <em>(RL.2.7, SL.2.6)</em> [ELD-2.1.B.6, 2.1.A.1]</td>
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<td><strong>Vocabulary Strategies: Base Words and Endings -ed, -ing TE pp. T460-461</strong> <em>(L.2.4c)</em></td>
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<td><strong>Grammar: Spiral Review: Commands and Exclamations TE p. T462</strong> <em>(L.2.1f)</em></td>
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<td><strong>Spelling: Review Word with Consonant Blends r, l, s TE p. T462</strong> <em>(L.2.2d)</em></td>
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<td><strong>Narrative Writing: Draft &amp; Revise TE p. T463</strong> <em>(W.2.3, W.2.6, L.2.2e)</em> [ELD-2.1.C.10]</td>
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<td><em>See TE p. 467 for Day 4 Research and Media Literacy Performance Task Activity</em></td>
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<td><strong>Small Group: Differentiate Vocabulary Strategies</strong> <em>(L.2.4c)</em></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> <em>(See Documents and Online Links # 2)</em></td>
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**“DAY 5”**

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<td><strong>Extend the Topic: Domain Specific Vocabulary TE p. T466</strong> <em>(L.2.5a, L.2.6)</em> [ELD-2.1.C.12]</td>
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<td><strong>Research &amp; Media Literacy Performance Task: Making a Choice TE p. T467</strong> <em>(SL.2.1c, SL.2.3, SL.2.6)</em> [ELD-2.1.A.1, 2.1.A.4, 2.1.C.9]</td>
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<td><strong>Spelling: Assess TE p. T468</strong> <em>(L.2.2d)</em></td>
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<td><strong>Narrative Writing: Revise, Edit, Publish TE pp. T470-471</strong> <em>(W.2.3, W.2.6)</em> [ELD-2.1.C.10]</td>
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- **Daily Proofreading Practice TE p. T470 (W.2.5)**
- **Small Group: Reteach as needed**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links #2)*

### Unit 1 Assess and Reteach

#### Administer Common Assessment 1

Formative Assessment Performance Tasks: Beginning of the Year
End of Unit 1: Literary Analysis Task
*(See documents and online resources links #1)*

Choose from the following choices based on your students' needs:

**TE Intervention Tab**

#### Unit 1 Lesson 1 Day 1 - 5 Day

- Phonics: Short Vowels a, i TE p. S2 (RF.2.3a)
- Target Vocabulary TE p. S3, TE p. S10 (RI.2.4, RF. 2.3f)
- Sequence of Events TE p. S4 (RL.2.2, RL.2.5)
- Phonics: CVC Syllable Pattern TE p. S6 (RF.2.3a)
- Subjects and Predicates TE p. S8 (L.2.1f)
- Fluency: Accuracy TE p. S9 (RF.2.4b)
- Compare and Contrast Question TE p. S11 (RL.2.3)

#### Unit 1 Lesson 2 Day 1 - Day 5

- Phonics: Short o,u,e TE p. S12 (RF.2.3a)
- Target Vocabulary TE p. S13, p. S20 (SL.2.2, RF.2.3f)
- Compare and Contrast TE p. S14 (RL. 2.9)
- Phonics: CVC Syllable Pattern TE p. S16 (RF.2.3a)
- Simple Sentences TE p. S18 (L.2.1f)
- Fluency: Accuracy TE p. S19 (RF. 2.4b)
- Author’s Purpose Analyze/Evaluate TE p. S21 (RL.2.10)

#### Unit 1 Lesson 3 Day 1 - Day 5

### Unit 1 Assessment and Reteach

(Week 7, 1 Week)

- **A. Unit 1 Go Fish-High Frequency Words**
- **1. Beg. Year Performance Task (6 day)**
- **2. Beg. Year Performance Task (3 Day)**
- **3. Sound Spelling List v2 lesson 1-5 review**
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<td><strong>Cause and Effect</strong> TE p. S34 (RL.2.7)</td>
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<td><strong>Phonics:</strong> Hard and Soft g TE p. S36 (RF.2.3e)</td>
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<td><strong>Nouns and What They Name</strong> TE p. S38 (L.2.1)</td>
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<td><strong>Fluency:</strong> Intonation TE p. S39 (RF.2.4b)</td>
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<td><strong>Story Structure</strong> Visualize TE p. S41 (RL.2.5)</td>
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<td><strong>Target Vocabulary</strong> TE p. S43, S50, (RF.2.3f, SL.2.4)</td>
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<td><strong>Phonics:</strong> Three-Letter Consonant Blends TE p. S46 (RF.2.3)</td>
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<td><strong>Fluency:</strong> Phrasing and Punctuation TE p. S49 (RF.2.4b)</td>
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**TE Small Group Tab**

**Day 5 Options for Reteaching**

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<td><strong>Vocabulary Strategies:</strong> Alphabetical Order TE p. T95</td>
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<td><strong>Comprehension:</strong> Sequence of Events TE p. T95 (RL.2.2)</td>
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### Unit 1 Lesson 3

- **Phonics:** Words with Long Vowels a, i TE p. T290 (RF.2.3a)
- **Language Arts:** What is a Noun? TE p. T292 (L.2.1)
- **Vocabulary:** Context Clues TE p. T393 (L.2.4a)
- **Comprehension:** Cause and Effect TE p. T393 (RL.2.1)

### Unit 1 Lesson 4

- **Phonics:** Words with Long Vowels o,u,e TE p. T392 (RF.2.3a)
- **Language Arts:** Types of Sentences TE p. T290 (L.2.1f)
- **Vocabulary:** Multiple-Meaning Words TE p. T291 (L.2.4a)
- **Comprehension:** Author’s Purpose TE p 291 (RI. 2.6)

### Unit 1 Lesson 5

- **Phonics:** Consonant Blends with r,l,s TE p. T496 (RF. 2.3)
- **Language Arts:** Singular and Plural Nouns TE p. T496 (RL.2.1)
- **Vocabulary:** Base Words and Endings -ed, -ing TE p. T497 (L.2.4c)
- **Comprehension:** Story Structure TE p.T497 (RL.2.5)

### Unit 2, Lesson 6

(Week 8, 1 Week)

**UNIT 2, LESSON 6**

**For general resources for this week see documents and online links #3-9.**

**For Unit Performance Task see Assess and Reteach week.**

**ANCHOR TEXT:** Animals Building Homes (Informational Text)

**Leveled Readers:** A Busy Beaver, Busy Bees, The Lives of Ants, and Bees at Work

**Vocabulary Reader:** Amazing Nests

**Connected Text:** Whose Home Is This? (Informational Text)

**Essential Question:** What are animal homes like?

**English Language Development Support**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- **Vocab Readers:** Amazing Nests T85 (see EL resources - link A)
- **Language Support Card 6** (see EL resources - link B)
NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP**- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

### “DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-15 (SL.2.3) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6]**
- **Phonics: Common Final Blend nd, ng, nk, nt, ft, xt, mp TE p. T16-18 (L.2.2d)**
- **Decodable Reader: A Job for Bob TE p. T19 (RF.2.4a) (see documents and online links #5)**
- **Introduce Vocabulary TE pp. T20-21 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)**
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T24-32 (RI.2.1, RI.2.3, RI.2.5, RI.2.6) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #6,9)**
- **Grammar: More Plural Nouns TE p. T34 (L.2.2d)**
- **Spelling: Common Final Blend nd, ng, nk, nt, ft, xt, mp: Teach the Principle TE p. T34 (L.2.2d) (see documents and online links #4)**
- **Informative Writing: Introduce the Model TE p. T35 (W.2.2) [ELD-2.2.A.1, 2.2.A.2]**
- **“See TE p. 71 for Day 1 Research and Media Literacy Performance Task Prep**
- **Small Group: Differentiate Phonics, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links #2)**

### “DAY 2”

- **Phonics: Common Final blends nd, ng, nk, nt, ft, xt, mp TE pp. T38-39 (L.2.2d)**

**English Language Learners Tab:**

- E 2 (Speaking and Listening/Develop Vocabulary)
- E 3 (Scaffold Comprehension: Animals Building Homes) ELL 6.6
- E 3 (Words with Common Final Blends nd, ng, nt, ft, mp)
- E 4 (Scaffold Comprehension: Animals Building Homes)
- E 7 (Base Words and Prefixes un- and re-)
- E 8 (Scaffold Informational Text Selection: Whose Home Is This?)
- E 10 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: *Bees at Work* T93 (see EL resources - link E)

**Documents and Online Links**

1. EL Resources 2.2.6.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling List v2
4b. Mystery Words-Final Blends
5. High Frequency Word Cards
6. Collaboration Lesson Plan - Story Structure
7. Compare and Contrast Text Lesson Plan
8. Retelling Cards-Unit 2
8a. Retelling Cards Summary Sheet
### Unit: Text Support

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<td>Dig Deeper: How to Analyze the Text TE pp. T40-41 (RI.2.4, RI.2.5, L.2.4a) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]</td>
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<tr>
<td>Second Read: Analyze the Text TE pp. T24-32 (RI.2.4, RI.2.5, L.2.4a) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]</td>
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<tr>
<td>Your Turn TE p. T42 (RI.2.1, RI.2.5) [ELD-2.1.B.6, 2.2.A.1]</td>
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<td>Write About Reading Performance Task TE p. T43 (W.2.8) [ELD-2.1.C.10]</td>
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<td>Grammar: More Plural Nouns p. T44 (L.2.2d)</td>
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<tr>
<td>Spelling: Teach/Word Sort Common Final Blends TE p. T44 (L.2.2d)</td>
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<tr>
<td>Informative Writing: Focus Trait - Ideas TE p. T45 (W.2.1) [ELD-2.2.A.1, 2.2.A.2]</td>
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<tr>
<td>*See TE p.71 for Day 2 Research and Media Literacy Performance Task Prep</td>
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<tr>
<td>Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.2.1, RL.2.5, RL.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]</td>
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<tr>
<td>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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<td>Phonics: Cumulative Review TE p. T48 (L.2.2d)</td>
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<td>Apply Vocabulary Knowledge: Target Vocabulary TE p. T52 (L.2.5a)</td>
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<td>Apply Vocabulary Knowledge: Dictionary Skills TE p. T53 (L.2.4e)</td>
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<td>Grammar: Collective Nouns TE p. T54 (L.2.1a) [ELD-2.2.B.4]</td>
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<tr>
<td>Spelling: Common Final Blends d, ng, k, nt, ft, xt, mp TE p. T54 (L.2.2d)</td>
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<tr>
<td>Informative Writing: Prewrite TE p. T55 (W.2.2) [ELD-2.2.A.1, 2.2.A.2]</td>
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<tr>
<td>*See TE p. T71 for Day 3 Research and Media Literacy Performance Task Prep</td>
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<tr>
<td>Small Group: Differentiate Phonics &amp; Fluency, Leveled Readers</td>
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<td>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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<td>G2.L6 Quick Write Attachment 1</td>
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<tr>
<td>Journeys 2nd Grade PlannerUnit 2.pdf</td>
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**Phonics: Common Final Blends nd, ng, nk, nt, ft, xt, mp TE pp. T58-59 (L.2.2d)**

**Connect to the Topic: Informational Text TE p. T60 - 63 (RI.2.5, RI.2.10) [ELD-2.1.B.6, 2.1.B.8]**

**Compare Texts TE p. T63 (RI.2.9, SL.2.1a-c, SL.2.3, W.2.7) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6, 2.1.C.10] (see documents and online links #7)**

**Vocabulary Strategies: Base Words and Prefixes un-, re- TE pp. T64-65 (L.2.4b) [ELD-2.1.B.6]**

**Grammar: Spiral Review: Parts of a Sentence TE p. T66 (L.2.1f) [ELD-2.2.B.3, 2.2.B.4]**

**Spelling: Common Final Blends nd, ng, nk, nt, ft, xt, mp TE p. T66 (L.2.2d)**

**Informative Writing: Draft TE p. T67 (W.2.2) [ELD-2.2.A.1, 2.2.A.2]**

*See TE p. 71 for Day 4 Research and Media Literacy Performance Task Activity*

**Small Group: Differentiate Vocabulary Strategies (L.2.4b) [ELD-2.1.B.6]**

**Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

**“DAY 5”**

**Extend the Topic: Domain Specific Vocabulary TE p. T70 (L2.5a, L.2.6) [ELD-2.1.C.12]**

**Research and Media Literacy Performance Task: Research Starts with a Question TE p. T71 (W.2.7, W.2.8, SL.2.3, SL.2.4, SL.2.6) [ELD-2.1.A.4, 2.1.C.6, 2.1.C.10]**

**Grammar: More Plural Nouns TE pp. T72-73 (L.2.2d)**

**Spelling: Assess TE p. T72 (L.2.2d)**

**Informative Writing: Prewrite TE pp. T74-75 (W.2.2) [ELD-2.2.A.1, 2.2.A.2]**

**Daily Proofreading Practice TE p. T74 (W.2.5)**

**Small Group: Reteach as needed**

**Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**
### Unit Support

#### English Language Development Support

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: *The Three Sisters* T187 (see EL resources - link A)
- Language Support Card 7 (see EL resources - link B)
- Differentiate Comprehension T189
- Differentiate Vocabulary Strategies: Homophones T197
- Audio: *Jill and Mack, The Ugly Vegetables, They Really Are GIANT!* Leveled Practice ELL 7.1-7.4 (see EL resources - link C)
- Video Clip: *Growing Vegetables* (see EL resources - link D)
- Vocabulary in Context Cards 49-56 ELL 7.3 (see EL resources - link E)

#### English Language Learners Tab:

- E 12 (Speaking and Listening/Develop Target Vocabulary)
- E 13 (Scaffold Comprehension: The Ugly Vegetables)
- E 13 (Words with Double Consonants and ck)
- E 14 (Scaffold Comprehension: The Ugly Vegetables)
- E 17 (Homophones)
- E 18 (Scaffold Informational Text: They Really Are GIANT!)
- E 20 (Compare Texts/ Build Academic Sentence Structures))
- Leveled Reader: *Luz and the Garden* T195 (see EL resources - link F)

### Documents and Online Links

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<td><strong>Leveled Readers:</strong> Grandma’s Surprise, The Community Garden, Cross-Country Cousins, and Luz and the Garden</td>
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<td><strong>Essential Question:</strong> What can you learn from planting a garden?</td>
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<td>- Teacher Read Aloud (including Classroom Collaboration) TE pp. T112-113 (SL.2.2, SL.2.6) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6, 2.1.C.12]</td>
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<td>- Phonics: Double Consonants and ck TE pp. T114-116 (L.2.2d)</td>
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<td>- Decodable Text: Jill and Mack TE p. T117 (RF.2.4a) (see documents and online links #5)</td>
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<td>- Introduce Vocabulary TE pp. T118-119 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)</td>
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<td>- Grammar: Proper Nouns? TE p. T136 (L.1.1b)</td>
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<td>- Spelling: Teach the Principle: Double Consonants and ck TE p. T136 (L.2.2d) (see documents and online links #4)</td>
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<td>- Informative Writing: Introduce the Model TE p. T137 (W.2.2) [ELD-2.2.A.1, 2.2.A.2]</td>
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<td><strong>Dig Deeper: How to Analyze the Text</strong> TE pp. T142-143 <em>(RL.2.5, RL.2.7)</em> <em>(see documents and online links #6)</em></td>
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<td><strong>Second Read: Analyze the Text</strong> TE pp. T122-134 <em>(RL.2.5, RL.2.7)</em> <em>(see documents and online links #7)</em></td>
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<td><strong>Your Turn</strong> TE p. T144 <em>(RL.2.7, SL.2.1a, SL.2.6)</em> <em>(ELD-2.1.B.6, 2.2.A.1)</em></td>
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<td><strong>Write About Reading Performance Task</strong> TE p. T145 <em>(W.2.2)</em> <em>(ELD-2.2.A.1, 2.2.A.2, 2.1.C.10)</em></td>
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<td><strong>Grammar: Proper Nouns</strong> TE p. T146 <em>(L.1.1b)</em></td>
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<td><strong>Spelling: Double Consonants and ck</strong> TE p. T146 <em>(L.2.2d)</em></td>
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<td><strong>Informative Writing: Focus Trait - Organization</strong> TE p. T147 <em>(W.2.2)</em> <em>(ELD-2.2.A.1, 2.2.A.2)</em></td>
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<td><strong>Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)</strong> <em>(RL.2.4, RL.2.7, RL.2.10)</em> <em>(ELD-2.1.B.6, 2.1.B.8)</em></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> <em>(See Documents and Online Links # 2)</em></td>
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<td><strong>“DAY 3”</strong></td>
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<td><strong>Phonics: Double Consonants (CVC)</strong> TE pp. T150-151 <em>(RF.1.3a)</em></td>
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<td><strong>Apply Vocabulary Knowledge: Target Vocabulary</strong> TE p. T156 <em>(L.2.5a)</em> <em>(ELD-2.1.C.12)</em></td>
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<td><strong>Apply Vocabulary Knowledge: Dictionary Skills</strong> TE p. T157 <em>(L.2.4e)</em></td>
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<td><strong>Grammar: Proper Nouns</strong> TE p. T158 <em>(L.1.1b)</em></td>
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<td><strong>Spelling: Double Consonants and ck</strong> TE p. T158 <em>(L.2.2d)</em></td>
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<td><strong>Informative Writing: Prewrite</strong> TE p. T159 <em>(W.2.2)</em> <em>(ELD-2.2.A.1, 2.2.A.2)</em></td>
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|      | Small Group: Literacy Centers (Flip Charts)  
(See Documents and Online Links # 2) | Resources |

**“DAY 4”**

- Phonics: Double Consonants (CVC) TE pp. 162-163 (RF.1.3a)
- Connect to the Topic: Informational Text TE p. T164 (RI.2.7, RI.2.10) [ELD-2.1.B.6, 2.1.B.8]
- Compare Texts TE p. T165 (RI.2.9, SL.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6, 2.1.C.10]
- Vocabulary Strategies: Homophones TE pp. T166-167 (L.2.4a) [ELD-2.1.B.6]
- Grammar: Spiral Review: Complete Sentences TE p. T168 (L.2.1f)
- Spelling: Double Consonants and ck TE p. T168 (L.2.2d)
- Informative Writing: Draft TE p. T169 (W.2.2) [ELD-2.2.A.1, 2.2.A.2]
- Small Group: Differentiate Vocabulary Strategies (L.2.4a)
- Small Group: Literacy Centers (Flip Charts)  
(See Documents and Online Links # 2)

**“DAY 5”**

- Extend the Topic: Domain Specific Vocabulary TE p. T172 (L.2.5a, L.2.6) [ELD-2.1.C.12]
- Speaking and Listening Performance Task: Communication Game TE p. T173 (SL.2.1a-c)
- Grammar: Proper Nouns TE pp. T174-175 (L.1.1b)
- Spelling: Assess TE p. T174 (L.2.2d)
- Informative Writing: Prewrite TE pp. T176-177 (W.2.2) [ELD-2.2.A.1, 2.2.A.2]
- Daily Proofreading Practice TE p. T 176 (W.2.5)
- Small Group: Reteach as needed
- Small Group: Literacy Centers (Flip Charts)  
(See Documents and Online Links # 2)
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| (Week 10, 1 Week) | **For general resources for this week see documents and online links #3-8.**  
**For Unit Performance Task see Assess and Reteach week.** | For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section. |
|  | **ANCHOR TEXT:** Super Storms (Informational Text)  
**Leveled Readers:** A Snowy Day, What Is in the Wind?, Lessons About Lightning, and The Wind  
**Vocabulary Reader:** Let It Rain!  
**Connected Text:** Weather Poems (Poetry)  
**Essential Question:** How can some storms be dangerous? | - Vocab Reader: *Let It Rain!* T285 (see EL resources - link A)  
- Language Support Card 8 (see EL resources - link B)  
- Differentiate Comprehension T287  
- Differentiate Vocabulary Strategies T295  
- Audio: *Splish! Splash! Whales, Super Storms, Weather Poems*, Leveled Practice ELL 8.1-8.4 (see EL resources - link C)  
- Video Clips: *Hurricanes* (see EL resources - link D)  
- Vocabulary in Context Cards 57-64 ELL 8.3 (see EL resources - link E) |
|  | **NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional. | **English Language Learners Tab:** |
|  | **SMALL GROUP**- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers. | - E 22 (Speaking and Listening/Develop Target Vocabulary)  
- E 23 (Scaffold Comprehension: Super Storms)  
- E 23 (Words with Consonant Digraphs th, sh, wh, ch, tch, ph)  
- E 24 (Scaffold Comprehension: Super Storms)  
- E 28 (Scaffold Poetry: Weather Poems)  
- E 30 (Compare Texts/ Build Academic Sentence Structures))  
- Leveled Reader: *The Wind* T293 (see EL resources - link F) |
| “DAY 1” | **Teacher Read Aloud (including Classroom Collaboration) TE pp. T214-215 (SL.2.2) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6]**  
**Phonics:** Words with Consonant Digraphs th, sh, wh, ch, tch, ph **TE pp. T216-218 (L.2.2d)**  
**Decodable Reader:** *Splish! Splash! Whales!* TE p. 219 (RF.2.4a) (see documents and online links #5)  
**Introduce Vocabulary TE pp. T220-221 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)**  
**First Read: Think Through the Text (Use Text Evidence) TE pp. T224-232 (RI.2.1, RI.2.2, RI.2.7, L.2.6) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #8)**  
**Grammar:** What Is a Verb? TE p. T234 (L.K.1b)  
**Spelling:** Teach the Principle: words with th, sh, wh, ch, tch **TE p. T234 (L.2.2d) (see documents and online links #4)**  
**Informative Writing:** Introduce the Model TE p. T235 (W.2.2) [ELD-2.2.A.1, 2.2.A.2]  
*See TE p. T271 for Day 1 Research and Media Literacy Performance Task Prep | **Documents and Online Links** |
|  |  | 1. EL Resources 2.2.8.pdf  
2. Literacy Centers Resources  
3. Vocab Context Cards  
4. Sound Spelling List  
4a. Sound Spelling List v2 |
“DAY 2”

- Phonics: Words with Consonant Digraphs th, sh, wh, ch, tch TE pp. T238-239 (L.2.2d)
- Dig Deeper: How to Analyze the Text TE pp. T240-241 (RI.2.2, RI.2.3) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #6)
- Second Read: Analyze the Text TE pp. T224-232 (RI.2.1, RI.2.2, RI.2.3) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]
- Your Turn TE p. T242 (RI.2.2, SL.2.1a, L.2.1f) [ELD-2.1.B.6, 2.1.A.1]
- Write About Reading Performance Task TE p. T243 (W.2.1) [ELD-2.1.C.10]
- Grammar: What is a Verb? TE p. T244 (L.K.1b)
- Spelling: Words with th, sh, wh, ch, tch TE p.T244 (L.2.2d)
- Informative Writing: Focus Trait - Word Choice TE p. T245 (W.2.2) [ELD-2.2.A.1, 2.2.A.2]
- “See TE p.271 for Day 2 Research and Media Literacy Performance Task Prep
- Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.2.3, RI.2.2, RL.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 3”

- Phonics: Base Words with Ending -s, -ed, -ing TE pp. T248-249 (L.2.2d)
- Apply Vocabulary Knowledge: Target Vocabulary TE p. T254 (L.2.5a) [EDL-2.1.C.12]
- Apply Vocabulary Knowledge: Glossary Skills TE p. T255 (L.2.4e)
- Grammar: What is a Verb? TE p. T256 (L.K.1b)
- Spelling: Words with Verb, sh, wh, ch, tch TE p.T256 (L.2.2d)
**Informative Writing: Prewrite TE p. T257 (W.2.1) [ELD-2.2.A.1, 2.2.A.2]**

*See TE p.271 for Day 3 Research and Media Literacy Performance Task Prep

**Small Group: Differentiate Phonics & Fluency, Leveled Readers

Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

### “DAY 4”

**Phonics: Review Words with Endings -s, -ed, -ing TE pp. 260-261 (RF.1.3a)**

**Connect to the Topic: Informational Text TE p. T262 (RI.2.4, RI.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]**

**Compare Texts TE p. T263 (RI.2.4, SL.2.1a, SL.2.3) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]**

**Vocabulary Strategies: Compound Words TE pp. T264-265 (L.2.4d) [ELD-2.1.B.6]**

**Grammar: Spiral Review: Statements and Questions TE p. T266 (L.2.11)**

**Spelling: Words with th, sh, wh, ch, tch TE p. T266 (L.2.2d)**

**Informative Writing: Draft TE p. T267 (W.2.2) [ELD-2.2.A.1, 2.2.A.2]**

*See TE p.271 for Day 4 Research and Media Literacy Performance Task Activity

**Small Group: Differentiate Vocabulary Strategies (L.2.4d) [ELD-2.1.B.6]**

**Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

### “DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T270 (L.2.5a, L.2.6) [ELD-2.1.C.12]**

**Research and Media Literacy Performance Task: Choosing a Research Topic TE p. T271 (W.2.7, SL.2.4, SL.2.6) [ELD-2.1.A.4, 2.1.B.6, 2.1.C.10]**


**Spelling: Assess TE p. T272 (L.2.2d)**
**Unit 2, lesson 9**  
*(Week 11, 1 Week)*

**UNIT 2, LESSON 9**

For general resources for this week see documents and online links #3-10.

For Unit Performance Task see Assess and Reteach week.

**ANCHOR TEXT:** How Chipmunk Got His Stripes (Folktales)

**Leveled Readers:** Camel’s Hump, How Coyote Stole Fire, Uncle Rabbit, and How People Got Fire

**Vocabulary Reader:** Native American Folktales

**Connected Text:** Why Rabbits Have Short Tails (Traditional Tale)

**Essential Question:** How can stories help you learn a lesson?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP-** Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T312-313 (SL.2.1c, SL.2.2) [ELD-2.1.A.1, 2.1.B.5]
- Phonics: Base Words and Ending -ed and -ing TE pp. T314-315 (RF.2.3e, RF.2.3c)
- Decodable Reader: Maybe So TE p. T317 (RF.2.4a) (see documents and online links #5)

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**English Language Development Support**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: Native American Folktales T387 (see EL resources - link A)
- Language Support Card 9 (see EL resources - link B)
- Differentiate Comprehension T397
- Differentiate Vocabulary Strategies: Synonyms
- Audio: Maybe So, How Chipmunk Got His Stripes, Why Rabbits Have Short Tails, Leveled Practice ELL 9.1-9.4 (see EL resources - link C)
- Video Clips: Forest Wildfire (see EL resources - link D)
- Vocabulary in Context Cards 65-72 ELL 9.3 (see EL resources - link E)

**English Language Learners Tab:**

- E 32 (Speaking and Listening/Develop Target Vocabulary)
- E 33 (Scaffold Comprehension: How Chipmunk Got His Stripes) ELL 9.6
- E 33 (Base Words and Endings -ed, -ing)
- E 34 (Scaffold Comprehension: How Chipmunk Got His Stripes)
- E 38 (Scaffold Fiction: Why Rabbits Have Short Tails)
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<td>[Introduce Vocabulary TE pp. T318-319 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)]</td>
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<td>[First Read: Think Through the Text (Use Text Evidence) TE pp. T322-333 (RL.2.1, RL.2.2, RL.2.3) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #10)]</td>
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<td>[Grammar: Verbs in the Present TE p. T336 (L.1.1e)]</td>
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<td>[Spelling: Teach the Principle:Base Words and Ending -ed and -ing TE p. T336 (L.2.2d) (see documents and online links #4)]</td>
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<td>[Informative Writing: Introduce the Model TE p. T337 (W.2.1) [ELD-2.2.A.1, 2.2.A.2] (see documents and online links #7 - 8)]</td>
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<td>[Small Group: Literacy Centers (Flip Charts)]</td>
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**“DAY 2”**

|      |              |           |
|      | [Phonics: Base Words and Ending -ed and -ing TE pp. T340-341 (RF.2.3e)] |           |
|      | [Dig Deeper: How to Analyze the Text TE pp. T342-343 (RL.2.3, RL.2.4) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #6)] |           |
|      | [Second Read: Analyze the Text TE pp. T343 (RL.2.3, RL.2.6) [ELD-2.1.B.6, 2.1.B.7]] |           |
|      | [Your Turn TE p. T344 (SL.2.1a) [ELD- 2.1.A.1, 2.1.A.3, 2.1.A.4] |           |
|      | [Write About Reading Performance Task TE p. T345 (W.2.1) [ELD-2.1.C.10]] |           |
|      | [Grammar: Verbs in the Present TE p. T346 (L.1.1e)] |           |
|      | [Spelling: Words with Endings -ed, -ing TE p.T346 (L.2.2d)] |           |
|      | [Informative Writing: Focus Trait - Ideas TE p. T347 (W.2.1) [ELD-2.2.A.1, 2.2.A.2] |           |
|      | [Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.2.4, RL.2.3, RL.2.10) [ELD-2.1.B.6, 2.1.B.7]] |           |
|      | [Small Group: Literacy Centers (Flip Charts)] |           |
|      | (See Documents and Online Links # 2) |           |

**“DAY 3”**

|      |              |           |
|      | [Phonics: CV Syllable Pattern TE pp. T350-351(RF.2.3c)] |           |
|      | [Readers Guide TE p. T354 (RL.2.1, SL.2.1a-c) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]] |           |

**Documents and Online Links**

- 1. EL Resources 2.2.9.pdf
- 2. Literacy Centers Resources
- 3. Vocab Context Cards
- 4. Sound Spelling List
- 4a. Sound Spelling List v2
- 4b. Mystery Words-Adding Endings
- 5. High Frequency Word Cards
- 6. Collaboration Lesson Plan - Understanding Characters
- 7. Writing - Transition Words ppt
- 8. Time Order Transitional Words list
- 9. Retelling Cards-Unit 2
- 9a. Retelling Cards Summary Sheet
- 10. Summarize strategy poster
- G2.L9 Deconstruct the Prompt
- Journeys 2nd Grade PlannerUnit 2.pdf
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<td><strong>Apply Vocabulary Knowledge: Target Vocabulary TE p. T356</strong> (L.2.5a) [ELD-2.1.B.8]</td>
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<td><strong>Apply Vocabulary Knowledge: Dictionary Skills TE p. T357</strong> (L.2.4e)</td>
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<td><strong>Grammar: Verbs in the Present TE p. T358</strong> (L.1.1e)</td>
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<td><strong>Spelling: Base Words and Ending -ed and -ing TE p.T358</strong> (L.2.2d)</td>
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<td><strong>Informative Writing: Prewrite TE p. T359</strong> (W.2.1) [ELD-2.2.A.1, 2.2.A.2] (see documents and online links #5-6)</td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> <em>(See Documents and Online Links # 2)</em></td>
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<td><strong>“DAY 4”</strong></td>
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<td><strong>Phonics: Review Words with the CV Syllable pattern TE pp. 362-363</strong> (RF.2.3e)</td>
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<td><strong>Connect to the Topic: Traditional Tales TE p. T364</strong> (RL.2.2) [ELD-2.1.B.6]</td>
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<td><strong>Compare Texts TE p. T365</strong> (RL.2.2, SL.2.1b, SL.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]</td>
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<td><strong>Vocabulary Strategies: Synonyms TE p. 366-367</strong></td>
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<td><em>(L.2.4a, L.2.5b)</em> [ELD-2.1.B.6, 2.1.B.8]</td>
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<td><strong>Grammar: Spiral Review: Kinds of Nouns TE p. T368</strong> (L.2.1a)</td>
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<td><strong>Spelling: Base Words and Ending -ed and -ing TE p. T368</strong> (L.2.2d)</td>
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<td><strong>Informative Writing: Prewrite TE p. T369</strong> (W.2.1) [ELD-2.2.A.1, 2.2.A.2]</td>
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<td><strong>Small Group: Differentiate Vocabulary Strategies</strong> <em>(L.2.4a, L.2.5b)</em> [ELD-2.1.B.6, 2.1.B.8]</td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> <em>(See Documents and Online Links # 2)</em></td>
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<td><strong>“DAY 5”</strong></td>
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<td><strong>Extend the Topic: Domain Specific Vocabulary TE p. T372</strong> (L.2.5a, L.2.6) [ELD-2.1.C.12]</td>
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<td><strong>Research and Media Literacy Performance Task: Speaking and Listening TE p. T373</strong> (SL.2.2, SL.2.6) [ELD-2.1.A.4, 2.1.B.6]</td>
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<td><strong>Grammar: Verbs in the Present TE pp. T374-375</strong> (L.1.1e)</td>
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<td><strong>Spelling: Assess TE p. T374</strong> (L.2.2d)</td>
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### Unit 2, Lesson 10

**UNIT 2, LESSON 10**

For general resources for this week see documents and online links #3-9.

For Unit Performance Task see Assess and Reteach week.

**ANCHOR TEXT:** Jellies: The Life of a Jellyfish (Informational Text)

**Leveled Readers:** Animals at the Aquarium, Life in Tide Pools, Bottlenose Dolphins, and Tide Pools

**Vocabulary Reader:** Coral Reefs

**Connected Text:** Splash Photography (Informational Text)

**Essential Question:** What is special about animals that live in the ocean?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.**

**“DAY 1”**

- Teacher Read Aloud (including Classroom Collaboration) **TE pp. T414-415** (SL.2.1c, SL.2.3) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6]
- Phonics: Contractions **TE pp.416-418** (L.2.2c)
- Decodable Reader: Let’s Have Fun **TE p.419** (RF.2.4a) (see documents and online links #5)
- Introduce Vocabulary **TE pp. T420-421** (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)

**English Language Development Support**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: Coral Reefs T489 (see EL resources - link A)
- Language Support Card 10 (see EL resources - link C)
- Differentiate Comprehension T491
- Differentiate Vocabulary Strategies Base Words and Suffixes, -er,-est T499
- Audio: Let's Have Fun, Jellies, Splash Photography Leveled Practice ELL 10.1-10.4 (see EL resources - link D)
- Video Clips: Snorkeling (see EL resources - link E)
- Vocabulary in Context Cards 73-80 ELL 10.3

**English Language Learners Tab:**

- E 42 (Speaking and Listening/ Develop Target Vocabulary) ELL 10.5
- E 43 (Scaffold Comprehension: Jellies) ELL 10.6
- E 44 (Scaffold Comprehension: Jellies)
- E 47 (Base Words and Suffixes -er,-est)
- E 48 (Scaffold Informational Text: Splash Photography)
- E 50 (Compare Texts/ Build Academic Sentence Structures)
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<tr>
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<tbody>
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<td><strong>First Read:</strong> Think Through the Text (Use Text Evidence) TE pp. T424-433 (RI.2.1, RI.2.2, RI.2.7, RI.2.8) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #9)</td>
<td><strong>Document and Online Links</strong></td>
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<td><strong>Grammar:</strong> Verbs in the Present, Past, and Future TE p. T436 (L.1.1e)</td>
<td>1. EL Resources 2.2.10.pdf</td>
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<td><strong>Spelling:</strong> Teach the Principle: Contractions TE p. T436 (L.2.2c) (see documents and online links #4)</td>
<td>2. Literacy Centers Resources</td>
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<td><strong>Informative Writing:</strong> Draft TE p. T437 (W.2.2, W.2.6, W.2.8) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]</td>
<td>3. Vocab Context Cards</td>
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<td><strong>Small Group:</strong> Differentiate Phonics, Vocabulary Reader</td>
<td>4. Sound Spelling Cards</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
<td>4a. Sound Spelling Cards v2</td>
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<td><strong>DAY 2</strong></td>
<td>5. High Frequency Word Cards</td>
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<td><strong>Phonics:</strong> Contractions TE pp. T440-441 (L.1.1e)</td>
<td>6. Collaboration Lesson Plan - Fact and Opinion</td>
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<td><strong>Dig Deeper:</strong> How to Analyze the Text TE pp. T442-443 (RI.2.6, RI.2.8) [ELD-2.1.B.6, 2.1.B.7]</td>
<td>7. Lesson Plan - Compare Text</td>
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<td><strong>Second Read:</strong> Analyze the Text TE pp. T424-433 (RI.2.8) [ELD-2.1.B.6] (see documents and online links #6)</td>
<td>8. Retelling Cards-Unit 2</td>
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<td>**Your Turn TE p. T444 (RI.2.8, SL.2.1c)</td>
<td>8a. Retelling Cards Summary Sheet</td>
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<td>**Write About Reading Performance Task TE p. T445 (W.2.1)</td>
<td>9. Monitor/Clarify strategy poster</td>
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<td><strong>Grammar:</strong> Verbs in the Present, Past, and Future TE p. T446 (L.1.1e)</td>
<td>G2.L10.P1 Deconstruct the Prompt</td>
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<td><strong>Spelling:</strong> Contractions TE p. T446 (L.2.2c)</td>
<td>G2.L10.P2 Deconstruct the Prompt</td>
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<td><strong>Informative Writing:</strong> Focus Trait - Word Choice TE p. T447 (W.2.2, W.2.6, W.2.8) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]</td>
<td>G2.L10 IEW Lesson</td>
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<td><strong>Small Group:</strong> Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.2.6, RI.2.8, RL.2.10)</td>
<td>Journeys 2nd Grade PlannerUnit 2.pdf</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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<td><strong>Phonics:</strong> Cumulative Review TE p. T450 (L.2.2d)</td>
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<td>**Readers Guide TE p. T452 (RI.2.1, SL.2.1a-c, SL.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]</td>
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<td><strong>Apply Vocabulary Knowledge:</strong> Target Vocabulary TE p. T454 (L.2.5a) [EDL-2.1.C.12]</td>
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- Apply Vocabulary Knowledge: Thesaurus Skills TE p. T455 (L.2.4e)
- Grammar: Verbs in the Past, Present, and Future TE p. T456 (L.1.1e)
- Spelling: Contractions TE p. T456 (L.2.2c)
- Informative Writing: Draft TE p. T457 (W.2.2, W.2.6, W.2.8) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]
- Small Group: Differentiate Phonics & Fluency, Leveled Readers
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 4”

- Phonics: Review Contractions TE pp. T460-461 (L.2.2c)
- Connect to the Topic: Informational Text TE p. T462 (RI.2.5, RI.2.7, RI.2.10) [ELD-2.1.B.6]
- Compare Texts TE p. T463 (RI.2.9, SL.2.1a, SL.2.1c, SL.2.3) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6] (see documents and online links #7)
- Vocabulary Strategies: Base Words and Suffixes -er, -est TE pp. T464-465 (L.2.4c) [ELD-2.1.B.6]
- Spelling: Contractions TE p. T466 (L.2.2c)
- Informative Writing: Draft TE p. T467 (W.2.5) [ELD-2.1.C.10, 2.2.A.1]
- Small Group: Differentiate Vocabulary Strategies (L.2.4c) [ELD-2.1.B.6]
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 5”

- Extend the Topic: Domain Specific Vocabulary TE p. T470 (L.2.5a, L.2.6) [ELD-2.1.C.12]
- Speaking and Listening Performance Task: Having a Conversation TE p. T471 (SL.2.1a, SL.2.1b, L.2.3a) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]
- Spelling: Assess TE p. T472 (L.2.2d)
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<th>Unit 2 Lesson 6 Day 1 -5 Day</th>
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<tr>
<td><strong>Administer Common Assessment 2</strong></td>
<td><strong>Phonics: Common Final Blends nd, nt, ng, nk</strong> TE p. S2 (RF.2.3f)</td>
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<td><strong>Unit 2 Research and Media Performance Task TE p. xxiv-xxv (W2.2, W2.7, W2.8)</strong></td>
<td><strong>Target Vocabulary TE p. S3, TE p. S10, (RF.2.3f, SL.2.6)</strong></td>
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<td><strong>Choose from the following choices based on your students' needs:</strong></td>
<td><strong>Text and Graphic Features TE p. S4 (RI.2.5)</strong></td>
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</table>

**TE Intervention Tab**

**Unit 2 Lesson 7 Day 1 -5 Day**

- **Phonics: Final Double Consonant and -ck** TE p. S12 (RF. 2.3)
- **Target Vocabulary TE p. S13, S20, (RI.2.4, SL.2.6)**
- **Drawing Conclusions TE p. S14 (RL. 2.7)**
- **Phonics: Final Double Consonants** TE p. S16 (RF.2.3)
- **Proper Nouns TE p. S18 (L.2.2a)**
- **Fluency: Accuracy TE p. S19 (RF.2.4b)**
- **Main Idea and Details Visualize TE p. S21 (RL.2.1)**
Unit 2 Lesson 8 Day 1 - 5 Day

- Phonics: Consonant Digraphs TE p. S22 (RF.2.3)
- Target Vocabulary TE p. S23, S30, (RI.2.4, SL.2.6)
- Main Idea and Details TE p. S24 (RI 2.2)
- Phonics: -s,-ed,-ing TE p. S26 (RF.2.3e)
- Action Verbs in Sentences TE p. S28 (L.2.4a)
- Fluency: Expression and Rate TE p. S29 (RF.2.4b)

Unit 2 Lesson 9 Day 1 - 5 Day

- Phonics: Base Words and Endings -ed, -ing TE p. S32 (RF.2.3e)
- Target Vocabulary TE p. S33, S40, (RI.2.4, RF.2.3f, SL.2.6)
- Understanding Characters TE p. S34 (RL.2.3)
- Phonics: CV Pattern TE p. S36 (RF.2.3)
- Verbs in the Present TE p. S38 (L.2.1)
- Fluency: Punctuation TE p. S39 (L.2.2)

Unit 2 Lesson 10 Day 1 - 5 Day

- Phonics: Contractions ’s, n’t TE p. (L.2.2c)
- Target Vocabulary TE p. S43, S50, (RI.2.4, SL.2.6)
- Fact and Opinion TE p. S44 (RL.2.1)
- Phonics: Contractions ‘m, ‘ll,’re,’ve TE p. S46 (L.2.2c)
- Verb Tenses TE p. S48 (L.2.1)
- Fluency: Stress TE p. S49 (RF.2.4b)

TE Small Group Tab

Day 5 Options for Reteaching

Unit 2 Lesson 6

- Phonics: Words with Common Final Blends nd, ng, nk, nt, ft, xt, mp TE p. T96 (RF.2.3f)
- Language Arts: More Plural Nouns TE p. T96 (L.2.1b)
- Vocabulary: Base Words and Prefixes un-, re TE p. T97 (L.2.4b)
- Comprehension: Text and Graphic Features TE p. T97 (RI.2.5)

Unit 2 Lesson 7
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| Unit 2 Lesson 8 | - Phonics: Double Consonants and ck; CVC Pattern TE p. T198 (RF. 2.3f)  
- Language Arts: Proper Nouns TE p. T198 (L.2.1a)  
- Vocabulary: Homophones TE p. T199 (L.2.4a)  
- Comprehension: Conclusions TE p. T199 (RL.2.7) | |
| Unit 2 Lesson 9 | - Phonics: Consonant Digraphs th, sh, wh, ch, tch, ph TE p. T296 (RF.2.3e)  
- Language Arts: What is a Verb? TE p. T296 (L.2.1)  
- Vocabulary: Compound Words TE p. T297 (L.2.4d)  
- Comprehension: Main Ideas and Details TE p. T297 (RI.2.3) | |
| Unit 2 Lesson 10 | - Phonics: Words with CV Syllable Pattern TE p. T398 (RF.2.3c)  
- Language Arts: Verbs in the Present TE p. T398 (L.1.1e)  
- Vocabulary: Synonyms TE p. T399 (L.2.4a, L.2.5b)  
- Comprehension: Understanding Characters TE p. T399 (RL.2.3) | |

**Unit 3, Lesson 11**  
(Week 14, 2 Weeks)

**UNIT 3, LESSON 11**  
For general resources for this week see documents and online links #3-10.  
For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: Click Clack Moo: Cows That Type (Humorous Fiction)  
Leveled Readers: Zoo Party, Pay Attention!, E-Mails from the Teacher, and The Smiths and Their Animals  
Vocabulary Reader: From Typewriter to Computers

**English Language Development Support**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: Typewriters to Computers T85 (see EL resources - link A)
Connected Text: Talk About Smart Animals! (Informational Text)
Essential Question: How can people and animals help each other?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-15 (SL.2.1c, SL.2.2, SL.2.3) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6]
- Phonics: Words with Endings -s, -es TE pp. T16-18 (RF.2.3e)
- Decodable Reader: Jess Makes Gifts TE p. 19 (RF.2.4b) (see documents and online links #5)
- Introduce Vocabulary TE pp. T20-21 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- First Read: Think Through the Text (Use Text Evidence) TE pp. T24-35 (RL.2.1, RL.2.3, RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #7-8,10)
- Grammar: Compound Sentences TE p. T36 (L.2.1f) [ELD-2.2.A.2, 2.2.A.6]
- Spelling:Teach the Principle: Base Words with Endings -s, -es TE p. T36 (L.2.2d) (see documents and online links #4)
- Opinion Writing: Introduce the Model TE p. T37 (W.2.1, L.2.2b) [ELD-2.1.C.10, 2.1.C.11]
- Small Group: Differentiate Phonics, Vocabulary Reader
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 2”

- Phonics: Base Words and Endings -s, -es TE pp. T40-41 (L.2.2d)

English Language Learner Tab:

- E 2 (Speaking and Listening/ Develop Target Vocabulary)
- E 3 (Scaffold Comprehension: Click, Clack, Moo)
- E 3 (Base Words with Endings -s, es)
- E 4 (Scaffold Comprehension: Click, Clack, Moo)
- E 8 (Scaffold Informational Text: Talk About Smart Animals!
- E 10 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: The Smiths and Their Animals T89 (see EL resources - link E)

Documents and Online Links

1. EL_Resources 2.3.11.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling Cards v2
4b. Mystery Words-Word Endings
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. People doing amazing things to help animals
8. Animals who work for humans
9. Retelling Cards-Unit 3
**Unit Text Support**

- **Dig Deeper: How to Analyze the Text TE pp. T42-43** (RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #6)
- **Second Read: Analyze the Text TE pp. T24-35** (RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]
- **Your Turn TE p. T44** (RL.2.1, RL.2.7, SL.2.1a, L.2.1f) [ELD-2.1.B.6, 2.1.A.1]
- **Write About Reading Performance Task TE p. T45** (W.2.1) [ELD-2.1.C.10, 2.1.C.11]
- **Grammar: Compound Sentences TE p. T46** (L.2.1f) [ELD-2.2.A.2, 2.2.A.6]
- **Spelling: Base Words and Endings -s, -es TE p. T46** (L.2.2d)
- **Opinion Writing: Focus Trait - Ideas TE p. T47** (W.2.1) [ELD-2.1.C.10, 2.1.C.11]
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RL.2.7, RL.2.10) [ELD-2.1.B.6]
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links #2)

**“DAY 3”**

- **Phonics: Cumulative Review TE p. 46** (L.2.2d)
- **Apply Vocabulary Knowledge: Target Vocabulary TE p. T54** (L.2.5a) [ELD-2.1.C.12]
- **Apply Vocabulary Knowledge: Dictionary Skills TE p. T55** (L.2.4e)
- **Grammar: Compound Sentences TE p. T56** (L.2.1f) [ELD-2.2.A.2, 2.2.A.6]
- **Spelling: Base Words with Endings -s, -es TE p. T56** (L.2.2d)
- **Opinion Writing: Prewrite TE p. T57** (W.2.1) [ELD-2.1.C.10, 2.1.C.11]
- **Small Group: Differentiate Phonics & Fluency, Leveled Readers**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links #2)

**“DAY 4”**

- **Phonics: Base Words with Endings -s, -es TE p. T60** (L.2.2d)
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<td>• Connect to the Topic: Informational Text TE p. T62 (RI.2.5, RI.2.10) [ELD-2.1.B.6, 2.1.B.7]</td>
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<td>• Compare Texts TE p. T65 (RL.2.1, RL.2.7, L.2.2b, SL.2.3) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]</td>
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<td>• Vocabulary Strategies: Prefixes pre-, and mis- TE pp. T64-65 (L.2.4b, L.2.4e) [ELD-2.1.B.6]</td>
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<td>• Grammar: Spiral Review: More Plural Nouns TE p. T66 (L.2.2d)</td>
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<td>• Spelling: Base Words with Endings -s, -es TE p. T66 (L.2.2d)</td>
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<td>• Opinion Writing: Draft TE p. T67 (W.2.1, L.2.2b) [ELD-2.1.C.10, 2.1.C.11]</td>
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<td>• Small Group: Differentiate Vocabulary Strategies (L.2.4b) [ELD-2.1.B.6]</td>
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<td>• Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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**“DAY 5”**

| | |
| • Extend the Topic: Domain Specific Vocabulary TE p. T70 (L.2.5a, L.2.6) [ELD-2.1.C.12] | |
| • Speaking and Listening Performance Task: A Class Discussion TE p. T71 (SL.2.1a, SL.2.2a) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6] | |
| • Grammar: Compound Sentences TE pp. T72-73 (L.2.11) [ELD-2.2.A.2, 2.2.A.6] | |
| • Spelling: Assess TE p. T72 (L.2.2d) | |
| • Opinion Writing: Revise and Edit TE pp. T74-75 (W.2.1, W.2.5, L.2.2b) [ELD-2.1.C.10, 2.1.C.11] | |
| • Daily Proofreading Practice TE p. T74 (W.2.5) | |
| • Small Group: Reteach as needed | |
| • Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2) | |

**Unit 3, lesson 12**  
(Week 16, 1 Week)

**UNIT 3, LESSON 12**

For general resources for this week see documents and online links #3-8.  
For Unit Performance Task see Assess and Reteach week.

**English Language Development Support**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.
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<td><strong>ANCHOR TEXT:</strong> Ah, Music! (Informational Text)</td>
<td>• Vocab Reader: Bongos, Maracas, and Xylophones T179 (see EL resources - link A)</td>
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<td><strong>Leveled Readers:</strong> Make Your Own Music!, Musical Families, Talking Drums, and All Kinds of Music</td>
<td>• Language Support Card 12 (see EL resources - link B)</td>
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<td><strong>Vocabulary Reader:</strong> Bongos, Maracas, and Xylophones</td>
<td>• Differentiate Comprehension T181</td>
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<td><strong>Connected Text:</strong> “There’s a Hole at the Bottom of the Sea” (Song)</td>
<td>• Differentiate Vocabulary Strategies Idioms T189</td>
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<td><strong>Essential Question:</strong> What are different ways to enjoy music?</td>
<td>• Audio: Trains, Ah, Music!, There's a Hole at the Bottom of the Sea Leveled Practice ELL 12.1-12.4 (see EL resources - link C)</td>
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<td>NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.</td>
<td>• Vocabulary in Context Cards 89-96 ELL 12.3 (see EL resources - link D)</td>
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<td>SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.</td>
<td>English Language Learners Tab:</td>
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<td>“DAY 1”</td>
<td>• E 12 (Listening and Speaking/Develop Target Vocabulary)</td>
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<td><strong>Teacher Read Aloud (including Classroom Collaboration) TE pp. T112-113 (SL.2.3) [ELD-2.1.B.5, 2.1.B.6]</strong></td>
<td>• E 13 (Scaffold Comprehension: Ah, Music!) ELL 12.6</td>
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<td><strong>Phonics:</strong> Vowel Digraphs ai, ay TE pp. T116-114 (L.2.2d)</td>
<td>• E 13 (Words with Vowel Diagraphs ai, ay)</td>
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<td><strong>Decodable Reader:</strong> Trains TE p. T117 (RF.2.4a) (see documents and online links #5)</td>
<td>• E 14 (Scaffold Comprehension: Ah, Music!)</td>
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<td><strong>Introduce Vocabulary TE pp. T118-119 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)</strong></td>
<td>• E 18 (Scaffold a Song: There's a Hole At The Bottom Of The Sea)</td>
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<tr>
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<td><strong>First Read: Think Through the Text (Use Text Evidence) TE pp. T122-128 (RI.2.1, RI.2.4, RI.2.6, RI.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #8)</strong></td>
<td>• E 20 (Compare Texts/ Build Academic Sentence Structures)</td>
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<td><strong>Grammar:</strong> Compound Sentences TE p. T130 (L.2.1f) [ELD-2.2.A.2, 2.2.A.6]</td>
<td>• Leveled Reader: All Kinds of Music (see EL resources - link E)</td>
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<td><strong>Spelling:</strong> Teach the Principle: Words with ai, ay TE p. T130 (L.2.2d) (see documents and online links #4)</td>
<td>Documents and Online Links</td>
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<td><strong>Opinion Writing:</strong> Introduce the Model TE p. T131 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]</td>
<td>1. EL_Resources 2.3.12.pdf</td>
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<td>“See TE p.165 for Day 1 Research and Media Literacy Performance Task Prep</td>
<td>2. Literacy Centers Resources</td>
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<td><strong>Small Group:</strong> Differentiate Phonics, Vocabulary Reader</td>
<td>3. Vocab Context Cards</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts)(See Documents and Online Links # 2)</td>
<td>4. Sound Spelling Cards</td>
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<td>4a. Sound Spelling Cards v2</td>
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<td>4b. Mystery Word-Acorn Card</td>
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<td>5. High Frequency Word Cards</td>
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<td>6. Collaboration Lesson Plan</td>
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<td>7. Retelling Cards-Unit 3</td>
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<td>7a. Retelling Cards Summary Sheet</td>
</tr>
</tbody>
</table>
### “DAY 2”
- **Phonics:** Vowel Digraphs ai, ay TE pp. T134-135 (L.2.2d)
- **Dig Deeper:** How to Analyze the Text TE pp. T136-137 (RI.2.5, RI.2.7, RI.2.8) [ELD-2.1.B.6, 2.1.B.8] (see documents and online links #6)
- **Second Read:** Analyze the Text TE pp. T122-128 (RI.2.5, RI.2.7, RI.2.8) [ELD-2.1.B.6, 2.1.B.8]
- **Your Turn** TE p. T138 (RI.2.1, RI.2.5, RI.2.6, RI.2.7) [ELD-2.1.B.6]
- **Write About Reading Performance Task** TE p. T139 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]
- **Grammar:** Compound Sentences TE p. T140 (L.2.1f) [ELD-2.2.A.2, 2.2.A.6]
- **Spelling:** Vowel Digraphs ai, ay TE p. T140 (L.2.2d)
- **Opinion Writing:** Focus Trait - Voice TE p. T141 (W.2.2) [ELD-2.1.C.10, 2.1.C.11]
- *See TE p.165 for Day 2 Research and Media Literacy Performance Task Prep
- **Small Group:** Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.2.5, RI.2.7, RI.2.10) [ELD-2.1.B.6, 2.1.B.8]
- **Small Group:** Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

### “DAY 3”
- **Phonics:** Cumulative Review TE p. T144 (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.4a, RF.2.4b)
- **Apply Vocabulary Knowledge:** Target Vocabulary TE p. T148 (L.2.5a) [ELD-2.1.C.12]
- **Apply Vocabulary Knowledge:** Dictionary Skills TE p. T149 (L.2.4e)
- **Grammar:** Compound Sentences TE p. T150 (L.2.1f) [ELD-2.2.A.2, 2.2.A.6]
- **Spelling:** Short vowels ai, ay TE p. T150 (L.2.2d)
- **Opinion Writing:** Prewrite TE p. T151 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]
- *See TE p.165 for Day 3 Research and Media Literacy Performance Task Prep
- **Small Group:** Differentiate Phonics & Fluency, Leveled Readers
**Unit**  
**Text Support**  
**Resources**

- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 4”**

- **Phonics:** Review words with ai, ay spelling TE pp. T154-155 (L.2.2d)
- **Connect to the Topic:** Informational Text TE p. T156 (RL.2.4, RL.2.10) [ELD-2.1.B.6, 2.1.B.8]
- **Compare Texts** TE p. T157 (RL.2.4, RI.2.5)
- **Vocabulary Strategies:** Idioms TE pp. T158-159 (L.2.4a, L.2.4e) [ELD-2.1.B.6]
- **Grammar:** Writing Proper Nouns TE p. T160 (L.2.2a) [ELD-2.2.B.4]
- **Spelling:** Words with ai, ay TE p. T160 (L.2.2d)
- **Opinion Writing:** Draft TE p. T161 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]
- “See TE p. T165 for Day 4 Research and Media Literacy Performance Task Activity
- **Small Group:** Differentiate Vocabulary Strategies (L.2.4a) [ELD-2.1.B.6]
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 5”**

- **Extend the Topic:** Domain Specific Vocabulary TE p. T164 (L.2.5a) [ELD-2.1.C.12]
- **Research and Media Literacy Performance Task:** Choose Appropriate Sources TE p. T165 (W.2.7, W.2.8, SL.2.1a-b) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.C.10]
- **Grammar:** Compound Sentences TE pp. T166-167 (L.2.1f) [ELD-2.2.A.2, 2.2.A.6]
- **Spelling:** Assess TE p. T166 (L.2.2d)
- **Opinion Writing:** Revise and Proofread TE pp. T168-169 (W.2.1, W.2.5) [ELD-2.1.C.10, 2.1.C.11]
- **Daily Proofreading Practice** TE p. T168 (W.2.5)
- **Small Group:** Reteach as needed
### Unit 3, Lesson 13
(Week 17, 1 Week)

#### UNIT 3, LESSON 13

For general resources for this week see documents and online links # 3-8. 
*For Unit Performance Task see Assess and Reteach week.*

**ANCHOR TEXT:** Schools Around the World (Informational Text)  
**Leveled Readers:** Guide Dog School, School Long Ago, A School in a Garden, and What School Was Like Long Ago  
**Vocabulary Reader:** One Room Schools  
**Connected Text:** An American School (Informational Text)  
**Essential Question:** How are some school different from each other?

**NOTE:** The “days” below refer to the location in the Teacher Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP** - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T206-207**  *(SL.2.3, SL.2.6) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6]*
- **Phonics: Vowel Digraphs ee, ea TE p. T208-209**  *(L.2.2d)*
- **Decodable Reader: The Sheep Shell TE p. T211**  *(RF.2.4a) (see documents and online links #5)*
- **Introduce Vocabulary**  *
  TE pp. T212-213 *(L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)*
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T216-225**  *(RI.2.1, RI.2.2, RI.2.5) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #8)*
- **Grammar: Quotation Marks**  *
  TE p. T228 *(L.4.2b)*

### English Language Development Support

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- **Vocab Reader:** One Room Schools T277 *(see EL resources - link A)*
- **Language Support Card 13** *(see EL resources - link B)*
- **Differentiate Comprehension T279**
- **Differentiate Vocabulary Strategies Using a Dictionary T287**
- **Audio:** The Shell Sheep, School Around the World, An American School Leveled Practice ELL 13.1-13.4 *(see EL resources - link C)*
- **Vocabulary in Context Cards 97-104** ELL 13.3 *(see EL resources - link D)*

### English Language Learner Tab:

- **E 22** (Listening and Speaking/Develop Target Vocabulary)
- **E 23** (Scaffold Comprehension: Schools Around the World) EKK 13.6
- **E 23** (Words with Vowel Diagraphs ee, ea)
- **E 24** (Scaffold Comprehension: Schools Around The World)
- **E 28** (Scaffold Informational Text: An American School)
- **E 30** (Compare Texts/ Build Academic Sentence Structures)
- **Leveled Reader:** What School Was Like Long Ago T285 *(see EL resources - link E)*
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<td>1. EL_Resources 2.3.13.pdf</td>
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<td>2. Literacy Centers Resources</td>
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<td>3. Vocab Context Cards</td>
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<td>7. Retelling Cards-Unit 3</td>
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<td>7a. Retelling Cards Summary Sheet</td>
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<td>8. Analyze/Evaluate strategy poster</td>
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<td>G2.L13.P1 Deconstruct the Prompt</td>
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<td>G2.L13.P2 Deconstruct the Prompt</td>
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<td>G2.L13 IEW Lesson</td>
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<td>Journeys 2nd Grade PlannerUnit 3.pdf</td>
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<td>G2.L13.OAWPrompt</td>
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**“DAY 2”**

- **Spelling: Teach the Principle: Words with ee, ea** TE p.T228 (L.2.2d) *(see documents and online links #4)*
- **Small Group: Differentiate Phonics, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)*

**“DAY 3”**

- **Phonics: Vowel Digraphs ee, ea** TE pp. T232-233 (L.2.2d)
- **Dig Deeper: How to Analyze the Text TE pp. T234-235** (RI.2.2, RI.2.5, RI.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] *(see documents and online links #6)*
- **Second Read: Analyze the Text TE pp. T216-225** (RI.2.2, RI.2.5, RI.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]
- **Your Turn TE p. T236** (RI.2.2, RI.2.5, **RI.2.6**, SL.2.1a) [ELD-2.1.B.6, 2.1.A.1]
- **Write About Reading Performance Task TE p. T237** *(W.2.2)* [ELD-2.1.C.10, 2.1.C.11]
- **Grammar: Quotation Marks TE p. T238** (L.4.2b)
- **Spelling: Vowel Digraphs ee, ea** TE p. T238 (L.2.2d)
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RI.2.2, RI.2.5, RI.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)*

**“DAY 3”**

- **Phonics: Cumulative Review TE p. T242** (RF.2.3b, RF.2.3c)
- **Apply Vocabulary Knowledge: Target Vocabulary TE p. T246** (L.2.5a) [EDL-2.1.C.12]
- **Apply Vocabulary Knowledge: Glossary Skills TE p. T247** (L.2.4e)
- **Grammar: Quotation Marks TE p. T248** (L.2.2d)
- **Spelling: Words with ee, ea** TE p. T248 (L.2.2d)
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<td>Small Group: Differentiate Phonics &amp; Fluency, Leveled Readers</td>
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<td>Small Group: Literacy Centers (Flip Charts) <em>(See Documents and Online Links # 2)</em></td>
<td>Resources</td>
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**“DAY 4”**

- Phonics: Review Words with ee, ea TE pp. T252-253 *(L.2.2d)*
- Compare Texts TE p. T255 *(RI.2.1, RI.2.9, W.2.7)* [ELD- 2.1.B.6, 2.1.C.10]
- Vocabulary Strategies: Using a Dictionary TE pp. T256-257 *(L.2.4e)*
- Grammar: Spiral Review Action Verbs TE p. T258 *(L.1.1e)*
- Spelling: Words with ee, ea TE p. T258 *(L.2.2d)*
- Small Group: Differentiate Vocabulary Strategies *(L.2.4e)*
- Small Group: Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 5”**

- Extend the Topic: Domain Specific Vocabulary TE p. T262 *(L.2.6)* [ELD-2.1.C.12]
- Grammar: Quotation Marks TE pp. T264-265 *(L.4.2b)*
- Spelling: Assess TE p. T264 *(L.2.2d)*
- Daily Proofreading Practice TE p. T266 *(W.2.5)*
- Small Group: Reteach as needed
- Small Group: Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*
### UNIT 3, LESSON 14

For general resources for this week see documents and online links #3-10.

*For Unit Performance Task see Assess and Reteach week.*

**ANCHOR TEXT:** Helen Keller (Biography)

**Leveled Readers:** Anne Sullivan, Alexander Graham Bell, *The Adventures of Erik*, and *Inventor of the Telephone*

**Vocabulary Reader:** Special Tools

**Connected Text:** Talking Tools (Informational Text)

**Essential Question:** How can you communicate in different ways?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.**

**“DAY 1”**

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T304-305** (SL.2.1c, SL.2.2) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6]
- **Phonics: Long o (o, oa, ow) TE pp. T306-308** (L.2.2d)
- **Decodable Reader: Bill E. Goat and Wise Crow and Mud Bugs TE p. 309** (RF.2.4a) (see documents and online links #5)
- **Introduce Vocabulary TE pp. T310-311** (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T314-323** (RI.2.1, RI.2.2, RI.2.3, RI.2.6) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #7-8, 10)
- **Grammar: Using Proper Nouns TE p. T326** (L.2.2a) [ELD-2.2.B.4]
- **Spelling: Teach the Principle: Long o (o, oa, ow) TE p. T326** (L.2.2d) (see documents and online links #4)
- **Opinion Writing: Introduce the Model TE p. T327** (W.2.1) [ELD-2.1.C.10, 2.1.C.11]

### English Language Development Support

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: *Special Tools* T375 (see EL resources - link A)
- Language Support Card 14 (see EL resources - link B)
- Differentiate Comprehension T 377
- Differentiate Vocabulary Strategies Suffixes -ly T385
- Audio: *Bill E. Goat and Wise Crow, Helen Keller, Talking Tools* Leveled Practice ELL 14.1-14.4 (see EL resources - link C)
- Vocabulary in Context Cards 105-112 ELL 14.3 (see EL resources - link D)

### English Language Learner Tab:

- E 32 (Speaking and Listening/ Develop Target Vocabulary)
- E 33 (Scaffold Comprehension: Helen Keller) ELL 14.6
- E 33 (Words with Long o, oa, ow)
- E 34 (Scaffold Comprehension: Helen Keller)
- E 38 (Scaffold Informational Text: Talking Tools)
- E 40 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: *Inventor of the Telephone* T383 (see EL resources - link E)

### Documents and Online Links

1. **EL_Resources 2.3.14.pdf**
2. **Literacy Centers Resources**
3. **Vocab Context Cards**
4. **Sound Spelling List**
4a. **Sound Spelling Cards v2**
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<td><strong>‘See TE p. 361 for Day 1 Research and Media Literacy Performance Task Prep</strong></td>
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<td><strong>Small Group: Differentiate Phonics, Vocabulary Reader</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> (<a href="#">See Documents and Online Links # 2</a>)</td>
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**“DAY 2”**

- Phonics: Long o (o, oa, ow) TE pp. T330-331 (L.2.2d)
- Dig Deeper: How to Analyze the Text TE pp. T332-333 (RI.2.3, RI.2.6) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #6)
- Second Read: Analyze the Text pp. T314-323 (RI.2.3, RI.2.6) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]
- Your Turn TE p. T334 (RI.2.1, RI.2.2, SL.2.1a-b) [ELD-2.1.B.6, 2.1.A.1]
- Write About Reading Performance Task TE p. T335 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]
- Grammar: Using Proper Nouns TE p. T336 (L.2.2a) [ELD-2.2.B.4]
- Spelling: Long o (o, oa, ow) TE p. T336 (L.2.2d)
- ‘See TE p. 361 for Day 2 Research and Media Literacy Performance Task Prep
- Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.2.3, RI.2.6, RI.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]
- Small Group: Literacy Centers (Flip Charts) ([See Documents and Online Links # 2](#))

**“DAY 3”**

- Phonics: Cumulative Review TE p. T340 (L.2.2d)
- Apply Vocabulary Knowledge: Target Vocabulary TE p. T344 (L.2.5a) [EDL-2.1.C.12]
- Apply Vocabulary Knowledge: Dictionary Skills TE p. T345 (L.2.4e)
- 4b. Mystery Word-Ocean Card
- 5. High Frequency Word Cards
- 6. Collaboration Lesson Plan
- 7. Helen Keller
- 8. Helen Keller (different)
- 9. Retelling Cards-Unit 3
- 9a. Retelling Cards Summary Sheet
- 10. Summarize strategy poster
- G2.L14.P1 Deconstruct the Prompt
- G2.L14.P2 Deconstruct the Prompt
- Journeys 2nd Grade PlannerUnit 3.pdf
- G2.L14OAPrompt
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<td><strong>Grammar:</strong> Using Proper Nouns TE p. T346 (L.2.2a) [ELD-2.2.B.4]</td>
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<td><strong>Spelling:</strong> Long o (o, oa, ow) TE p. T346 (L.2.2d)</td>
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<td><strong>Opinion Writing:</strong> Prewrite TE p. T347 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]</td>
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<td><em>See TE p. 361 for Day 3 Research and Media Literacy Performance Task Prep</em></td>
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<td><strong>Small Group:</strong> Differentiate Phonics &amp; Fluency, Leveled Readers</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts) <em>(See Documents and Online Links # 2)</em></td>
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<td><strong>“DAY 4”</strong></td>
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<td><strong>Connect to the Topic:</strong> Informational Text TE p. T352 (RI.2.5, RI.2.7, RI.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]</td>
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<td><strong>Compare Texts</strong> TE p. T353 (RI.2.1, RI.2.9, SL.2.1a) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]</td>
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<td><strong>Vocabulary Strategies:</strong> Suffix -ly TE pp. T354-355 (L.2.4e) [ELD-2.1.B.6]</td>
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<td><strong>Phonics:</strong> Long o (o, oa, ow) TE pp. T350-351 (L.2.2d)</td>
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<td><strong>Grammar:</strong> Spiral Review Present and Future Time TE p. T356 (L.1.1e)</td>
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<td><strong>Opinion Writing:</strong> Prewrite TE p. T357 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]</td>
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<td><em>See TE p. 361 for Day 4 Research and Media Literacy Performance Task Activity</em></td>
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<td><strong>Small Group:</strong> Differentiate Vocabulary Strategies (L.2.4c) [ELD-2.1.B.6]</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts) <em>(See Documents and Online Links # 2)</em></td>
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<td><strong>“DAY 5”</strong></td>
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<td><strong>Extend the Topic:</strong> Domain Specific Vocabulary TE p. T360 (L.2.5a, L.2.6) [ELD-2.1.C.12]</td>
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<td><strong>Research and Media Literacy Performance Task:</strong> A Simple Science Experiment TE p. T361 (SL.2.1b-c, SL.2.3, SL.2.5, SL.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]</td>
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UNIT 3, LESSON 15

For general resources for this week see documents and online links #3-9.

For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: Officer Buckle and Gloria (Humorous Fiction)

Leveled Readers: Firedog!, Good Citizen, A Well-Trained Dog, and The Best Student

Vocabulary Reader: Police in the Community

Connected Text: Safety at Home (Reader’s Theater)

Essential Question: Why is it important to follow safety rules?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T402-403 (SL.2.2, SL.2.3) [ELD-2.1.B.5, 2.1.B.6]
- Phonics: Compound Words TE pp. T404-406 (L.2.4d)
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<td><strong>Decodable: What Does It Say? TE p. T407</strong> <em>(RF.2.4b)</em> (see documents and online links #5)</td>
<td><strong>E 48</strong> (Scaffold Readers’ Theater Selection: Safety At Home)</td>
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<td><strong>Introduce Vocabulary TE pp. T408-409</strong> <em>(L.2.6)</em> <em>(ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12)</em> (see documents and online links #3)</td>
<td><strong>E 50</strong> (Compare Texts/ Build Academic Sentence Structures)</td>
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<td><strong>First Read: Think Through the Text (Use Text Evidence) TE pp. T412-424</strong> <em>(RL.2.1, RL.2.4, RL.2.7)</em> <em>(RF.2.4c)</em> <em>(ELD-2.1.B.6, 2.1.B.7, 2.1.B.8)</em> (see documents and online links #7, 9)</td>
<td><strong>Leveled Reader: The Best Student T489</strong> <em>(see EL resources - link E)</em></td>
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<td><strong>Grammar: Abbreviations TE p. T426</strong></td>
<td><strong>Documents and Online Links</strong></td>
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<td><strong>Spelling: Teach the Principle: Compound Words TE p. T426</strong> <em>(L.2.4d)</em> (see documents and online links #4)</td>
<td><img src="image1" alt="1. EL_Resources 2.3.15.pdf" /></td>
</tr>
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<td></td>
<td><strong>Opinion Writing: Draft TE p. T427</strong> <em>(W.2.1)</em> <em>(ELD-2.1.C.10, 2.1.C.11)</em></td>
<td><img src="image2" alt="2. Literacy Centers Resources" /></td>
</tr>
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<td></td>
<td><strong>Small Group: Differentiate Phonics, Vocabulary Reader</strong></td>
<td><img src="image3" alt="3. Vocab Context Cards" /></td>
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<td></td>
<td><strong>Small Group: Literacy Centers (Flip Charts)(See Documents and Online Links # 2)</strong></td>
<td><img src="image4" alt="4. Sound Spelling List" /></td>
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<td></td>
<td><strong>Small Group:</strong> Differentiate Comprehension (Focus on Target Skill and Target Strategy) <em>(RL.2.1, RL.2.7, RL.2.10)</em> <em>(ELD-2.1.B.6, 2.1.B.7, 2.1.B.8)</em></td>
<td><img src="image5" alt="4a. Sound Spelling Cards v2" /></td>
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<tr>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts)</td>
<td><img src="image6" alt="4b. Mystery Word-Compound Words" /></td>
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<td><strong>Second Read: Analyze the Text pp. T412-424</strong> <em>(RL.2.1, RL.2.7)</em> <em>(ELD-2.1.B.6, 2.1.B.7, 2.1.B.8)</em></td>
<td><img src="image7" alt="5. High Frequency Word Cards" /></td>
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<td><strong>Your Turn TE p. T434</strong> <em>(RL.2.3, RL.2.7, SL.2.1a-b)</em> <em>(ELD-2.1.B.6, 2.1.A.1)</em></td>
<td><img src="image8" alt="6. Collaboration Lesson Plan" /></td>
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<td><strong>Write About Reading Performance Task TE p. T435</strong> <em>(W.2.1)</em> <em>(ELD-2.1.C.10, 2.1.C.11)</em></td>
<td><img src="image9" alt="7. Fire Safety rules" /></td>
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<td><strong>Grammar: Abbreviations TE p. T436</strong></td>
<td><img src="image10" alt="8. Retelling Cards-Unit 3" /></td>
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<td></td>
<td><strong>Spelling: Compound Words TE p. T436</strong> <em>(L.2.4d)</em></td>
<td><img src="image11" alt="8a. Retelling Cards Summary Sheet" /></td>
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<td></td>
<td>*<em>Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.2.1, RL.2.7, RL.2.10)</em> <em>(ELD-2.1.B.6, 2.1.B.7, 2.1.B.8)</em></td>
<td><img src="image13" alt="G2.L15.P1 Deconstruct the Prompt" /></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)(See Documents and Online Links # 2)</strong></td>
<td><img src="image14" alt="G2.L15.P2 Deconstruct the Prompt" /></td>
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**“DAY 2”**

<p>|      | <strong>Phonics: Compound Words TE pp. T430-431</strong> <em>(L.2.4d)</em> | <img src="image15" alt="G2.L15OAWPrompt1" /> |
|      | <strong>Dig Deeper: How to Analyze the Text pp. T432-433</strong> <em>(RL.2.1, RL.2.3, RL.2.7)</em> <em>(ELD-2.1.B.6, 2.1.B.7, 2.1.B.8)</em> (see documents and online links #6) | <img src="image16" alt="G2.L15OAWPrompt2" /> |
|      | <strong>Second Read: Analyze the Text pp. T412-424</strong> <em>(RL.2.1, RL.2.7)</em> <em>(ELD-2.1.B.6, 2.1.B.7, 2.1.B.8)</em> | <img src="image17" alt="Journeys 2nd Grade PlannerUnit 3.pdf" /> |
|      | <strong>Your Turn TE p. T434</strong> <em>(RL.2.3, RL.2.7, SL.2.1a-b)</em> <em>(ELD-2.1.B.6, 2.1.A.1)</em> | |</p>
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<td><strong>Phonics: Words with CVC Syllable Pattern TE p. 46</strong> (RF.2.3f)</td>
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<td><strong>Readers Guide TE p. 444</strong> (RL.2.1, RL.2.2, RL.2.7, SL.2.1a-c, SL.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]</td>
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<td><strong>Apply Vocabulary Knowledge: Target Vocabulary TE p. T446</strong> (L.2.5a, L.2.6) [EDL-2.1.C.10, 2.1.C.12]</td>
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<td><strong>Apply Vocabulary Knowledge: Dictionary Skills TE p. T447</strong> (L.2.4e)</td>
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<td><strong>Grammar: Abbreviations TE p. 448</strong> (L.2.1f)</td>
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<td><strong>Spelling: Compound Words TE p. 448</strong> (L.2.2d)</td>
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<td><strong>Small Group: Differentiate Phonics &amp; Fluency, Leveled Readers</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> (See Documents and Online Links # 2)</td>
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**“DAY 4”**

|      | **Phonics: Review Words with the schwa sound TE pp. T452-453** (RF.2.3a) |          |
|      | **Connect to the Topic: Informational Text TE p. T454** (RL.2.6, RL.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] |          |
|      | **Compare Texts TE p. T455** (RL.2.2) [ELD- 2.1.B.6] |          |
|      | **Vocabulary Strategies: Root Words TE pp. T456-457** (L.2.4c) [ELD-2.1.B.6] |          |
|      | **Grammar: Past and Future Time TE p. T458** (L.1.1e) |          |
|      | **Spelling: Compound Words TE p. T458** (L.2.4d) |          |
|      | **Small Group: Differentiate Vocabulary Strategies** (L.2.4c) [ELD-2.1.B.6] |          |
|      | **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2) |          |

**“DAY 5”**

<p>|      | <strong>Extend the Topic: Domain Specific Vocabulary TE p. T462</strong> (L.2.5a, L.2.6) [ELD-2.1.C.12] |          |
|      | <strong>Speaking and Listening Performance Task: Summarize TE p. T463</strong> (SL.2.2, SL.2.4, SL.2.6) [ELD-2.1.B.6, 2.1.C.12, 2.2.A.1, 2.2.A.2] |          |</p>
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<td><strong>Grammar:</strong> Abbreviations TE pp. T464-465</td>
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<td><strong>Spelling:</strong> Assess TE p. T464 (L.2.2d)</td>
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<td><strong>Opinion Writing:</strong> Revise, Edit, Publish TE pp. T466-467 (W.2.1, W.2.6, L.2.1f) [ELD-2.1.C.10, 2.1.C.11]</td>
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<td><strong>Daily Proofreading Practice TE p. T466 (W.2.5)</strong></td>
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<td><strong>Small Group:</strong> Reteach as needed</td>
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<td><strong>Small Group:</strong> Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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### Unit 3 Assessment and Reteach
(Week 20, 1 Week)

**Administer Common Assessment 3**

*Formative Assessment Performance Tasks: Middle of the Year End of Unit 3: Research Task*
*(See documents and online resources links #1)*

Choose from the following choices based on students' needs:

**TE Intervention Tab**

**Unit 3 Lesson 11 Day 1 -Day 5**

- Phonics: Base Words and Endings: -s, -es TE p. S2 (RF.2.3d)
- Target Vocabulary TE p. S3, S10 (RF.2.4c, L.2.6)
- Conclusions TE p. S4 (RL.2.7)
- Phonics: Base Words and Endings -s, -es TE p. S6 (RF.2.3d)
- Compound Sentences TE p. S8 (L.2.1f)
- Fluency: Expression TE p. S9 (RF.2.4b)
- Text and Graphic Features Questions TE p. S11 (RL.2.7)

**Unit 3 Lesson 12 Day 1 -Day 5**

- Phonics: Vowel Digraphs ai, ay TE p. S12 (RF.2.3b)
- Target Vocabulary TE p. S13, S20, (RF.2.4c, L.2.6)
- Text and Graphic Features TE p. S14 (RL.2.5, RL.2.7)
- Phonics: Vowel Digraphs ai, ay TE p. S16 (RF.2.3b)
- Expanding/Rearranging Compound Sentences TE p. S18 (L.2.1f)
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<td><strong>Fluency: Rate TE p. S19 (RF.2.4b)</strong></td>
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<td><strong>Unit 3 Lesson 13 Day 1 -Day 5</strong></td>
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<td><strong>Phonics: Vowel Digraphs ee, ea TE p. S22 (RF.2.3b)</strong></td>
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<td><strong>Target Vocabulary TE p. S23, S30, (RF.2.4c, L.2.6)</strong></td>
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<td><strong>Main Idea and Details TE p. S24 (RL. 2.2)</strong></td>
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<td><strong>Phonics: Vowel Digraphs ee,ea TE p. S26 (RF.2.3b)</strong></td>
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<td><strong>Quotation Marks TE p. S28 (L.2.2)</strong></td>
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<td><strong>Fluency: Accuracy TE p. S29 (RF.2.4b)</strong></td>
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<td><strong>Unit 3 Lesson 14 Day 1 -Day 5</strong></td>
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<td><strong>Phonics: Long o (ow, oa) TE p. S32 (RF.2.3b)</strong></td>
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<td><strong>Target Vocabulary TE p. S33, S40, (L.2.6)</strong></td>
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<td><strong>Author’s Purpose TE p. S34 (RL. 2.6)</strong></td>
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<td><strong>Phonics: Long o (o) TE p. S36 (RF.2.3a)</strong></td>
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<td><strong>Proper Nouns TE p. S38 (L.2.2)</strong></td>
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<td><strong>Fluency: Natural Pauses TE p. S39 (RF.2.4b)</strong></td>
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<td><strong>Unit 3 Lesson 15 Day 1 -Day 5</strong></td>
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<td><strong>Phonics: Compound Words TE p. S42 (L.2.6)</strong></td>
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<td><strong>Target Vocabulary TE p. S43, S50, (RF.2.3a, L.2.6)</strong></td>
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<td><strong>Cause and Effect TE p. (RL.2.1)</strong></td>
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<td><strong>Phonics: The Schwa Vowel Sound TE p. S46 (RF.2.3e)</strong></td>
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<td><strong>Abbreviations TE p. S48 (RF.2.3f)</strong></td>
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<td><strong>Fluency: Connected Text TE p. S49 (RF.2.4b)</strong></td>
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<td><strong>TE Small Group Tab</strong></td>
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<td><strong>Day 5 Options for Reteaching</strong></td>
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<td><strong>Unit 3 Lesson 11</strong></td>
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<td><strong>Phonics: Base Words and Endings -s, -es TE p. T96 (L.2.4b)</strong></td>
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<td><strong>Language Arts: Compound Sentences TE p. T96 (L.2.1f)</strong></td>
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<td><strong>Vocabulary: Prefixes pre- and mis- TE p. T97 (L.2.4b)</strong></td>
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<td><strong>Comprehension: Conclusions TE p. T97 (RL.2.7)</strong></td>
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<td><strong>Unit 3 Lesson 12</strong></td>
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**Unit 3 Lesson 13**
- Phonics: Words with Vowel Digraphs ee, ea TE p. T288 (L.2.4b)
- Language Arts: Using Quotation Marks TE p. T288 (L.2.6)
- Vocabulary: Suffix -ly TE p. T387
- Comprehension: Author’s Purpose TE p. T387 (RI.2.6)

**Unit 3 Lesson 14**
- Phonics: Words with Long o (o, oa, ow) TE p. T386 (L.2.4b)
- Language Arts: Using Proper Nouns TE p. T386 (L.2.2)
- Vocabulary: Suffix -ly TE p. T387
- Comprehension: Author’s Purpose TE p. T387 (RI.2.6)

**Unit 3 Lesson 15**
- Phonics: The Schwa Vowel Sound TE p. T492 (RF.2.3f)
- Language Arts: Abbreviations TE p. T492
- Vocabulary: Root Words TE p. T493 (L.2.4b)
- Comprehension: Cause and Effect TE p. T493 (RL.2.1)

**Unit 4, Lesson 16**
*(Week 21, 1 Week)*

**UNIT 4, LESSON 16**
For general resources for this week see documents and online links #3-8.
For Unit Performance Task see Assess and Reteach week.

**ANCHOR TEXT:** Mr. Tanen’s Tie Trouble (Realistic Fiction)
**Leveled Readers:** Our Library, The Bake Sale, The Town Auction, and Ms. Hawkins and the Bake Sale
**Vocabulary Reader:** Rising Funds
**Connected Text:** Jefferson Daily News (Informational)
**Essential Question:** How can helping others make you feel good?

**English Language Development Support**
For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: Raising Funds T87 (see EL resources - link A)
- Language Support Card 16 (see EL resources - link B)
NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration)** TE pp. T14-15 (SL.2.2) [ELD-2.1.B.5, 2.1.B.6]
- **Phonics: Base Words and Endings -ed, -ing** TE p. T16-18 (RF.2.3e, RF.2.3f)
- **Decodable Reader:** TE p. T19 (RF.2.3e, RF.2.3f) (see documents and online links #5)
- **Introduce Vocabulary** TE pp. T20-21 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- **First Read: Think Through the Text (Use Text Evidence)** TE pp. T24-37 (RL.2.1, RL.2.3, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #8)
- **Grammar:** Pronouns TE p. 38 (L.1.1d)
- **Spelling:** Teach the Principle TE p. T38 (L.2.2d) (see documents and online links #4)
- **Narrative Writing:** Introduce the Model TE p. T39 (W.2.3) [ELD-2.2.A.1, 2.2.A.2]
- *See TE p. 73 for Day 1 Research and Media Literacy Performance Task Prep*
- **Small Group:** Differentiate Phonics, Vocabulary Reader
- **Small Group:** Literacy Centers (Flip Charts)(See Documents and Online Links # 2)

“DAY 2”

- **Phonics: Base Words and Endings -ed, -ing** TE pp. T42-43 (RF.2.3e, RF.2.4b, L.2.2d)

English Language Learner Tab:

- E 2 (Speaking and Listening/Develop Target Vocabulary) ELL 16.5
- E 3 (Scaffold Comprehension: Mr. Tanen's Tie Trouble)
- E 3 (Base Words and Endings -ed, -ing)
- E 4 (Scaffold Comprehension: Mr. Tanen's Tie Trouble)
- E 7 (Homographs)
- E 8 (Scaffold Informational Text: The Jefferson Daily News)
- E 10 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: *Ms. Hawkins and the Bake Sale* T95 (see EL resources - link F)

Documents and Online Links

1. EL_Resources 2.4.16.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling Cards v2
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Retelling Cards-Unit 4
7a. Retelling Cards Summary Sheet
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<td>![8. Infer/Predict strategy poster](Journeys 2nd Grade PlannerUnit 4.pdf)</td>
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- **Dig Deeper: How to Analyze the Text** TE pp. T44-45 (RL.2.3, RL.2.5) [ELD-2.1.B.6, 2.1.B.8, 2.2.A.1] (see documents and online links #6)
- **Second Read: Analyze the Text** TE pp. T24-35 (RL.2.3, RL.2.5, RL.2.7) [ELD-2.1.B.6, 2.1.B.8, 2.2.A.1]
- **Your Turn** TE p. T46 (RL.2.1, RL.2.3, SL.2.1a, SL.2.4) [ELD-2.1.B.6, 2.1.A.1]
- **Write About Reading Performance Task** TE p. T47 (W.2.1) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]
- **Grammar: Pronouns** p. T48 (L.1.1d)
- **Spelling: Teach/Word Sort** TE p. T48 (L.2.2d)
- **Narrative Writing: Focus Trait - Ideas** TE p. T49 (W.2.3) [ELD-2.2.A.1, 2.2.A.2]

- *See TE p. 73 for Day 2 Research and Media Literacy Performance Task Prep*

**“DAY 3”**

- **Phonics: Cumulative Review** TE p. T52 (RF.2.3a, RF.2.3c, RF.2.4b)
- **Apply Vocabulary Knowledge: Target Vocabulary** TE p. T56 (L.2.5a) [EDL-2.1.C.12]
- **Apply Vocabulary Knowledge: Dictionary Thesaurus Skills** TE p. T57 (L.2.4e)
- **Grammar: Pronouns** TE p. T58 (L.2.1c)
- **Spelling: Base Words with Endings -ed, -ing** TE p. T58 (L.2.2d)
- **Narrative Writing: Prewrite** TE p. T59 (W.2.3) [ELD-2.2.A.1, 2.2.A.2]

- *See TE p. 73 for Day 3 Research and Media Literacy Performance Task Prep*
- **Small Group: Differentiate Phonics & Fluency, Leveled Readers**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2)
“DAY 4”

- **Phonics:** Review Base Words and Endings -ed, -ing TE p. T62 (RF.2.3b, RF.2.3e, RF.2.4b)
- **Connect to the Topic:** Informational Text TE p. T64 (RI.2.5, RI.2.10) [ELD-2.1.B.6, 2.1.B.8, 2.2.A.1]
- **Compare Texts** TE p. T65 (RL.2.1, RL.2.7, W.2.8) [ELD-ELD-2.1.B.6, 2.1.C.10]
- **Vocabulary Strategies:** Homographs TE pp. T66-67 (L.2.4a) [ELD-2.1.B.6]
- **Grammar:** Spiral Review: Kinds of Sentences TE p. T68 (W.2.3)
- **Spelling:** Base Words with Endings -ed, -ing TE p. 68 (L.2.2d)
- **Narrative Writing:** Draft TE p. T69 (W.2.3) [ELD-2.2.A.1, 2.2.A.2]
- *See TE p. 73 for Day 4 Research and Media Literacy Performance Task Activity*
- **Small Group:** Differentiate Vocabulary Strategies (L.2.4a) [ELD-2.1.B.6]
- **Small Group:** Literacy Centers (Flip Charts)(See Documents and Online Links # 2)

“DAY 5”

- **Extend the Topic:** Domain Specific Vocabulary TE p. T72 (L.2.6) [ELD-2.1.C.12]
- **Research and Media Literacy Performance Task:** Create Audio Recordings TE p. T73 (SL.2.5) [ELD-2.1.C.9]
- **Grammar:** Weekly Review: Pronouns TE pp. T74-75
- **Spelling:** Assess TE p. T74 (L.2.2d)
- **Narrative Writing:** Revise and Edit TE pp. T76-77 (W.2.3, W.2.5) [ELD-2.2.A.1, 2.2.A.2]
- **Daily Proofreading Practice** TE p. T76 (W.2.3, W.2.5)
- **Small Group:** Reteach as needed
- **Small Group:** Literacy Centers (Flip Charts)(See Documents and Online Links # 2)
### Unit Text Support

(Week 22, 1 Week)

**For general resources for this week see documents and online links # 3-9.**

**For Unit Performance Task see Assess and Reteach week.**

**ANCHOR TEXT:** Luke Goes To Bat (Realistic Fiction)

**Leveled Readers:** The Winning Hit, Take Me Out to the Ballpark, The New Field, and The Summer of Baseball Parks

**Vocabulary Reader:** The Brooklyn Dodgers

**Connected Text:** Jackie Robinson (Informational Text/Biography)

**Essential Question:** Why is it important to keep trying even if something is difficult to do?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T114-115** (SL.2.2, SL.2.6) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6]
- **Phonics: Words with Long I (i, igh, ie, y) TE p. T116-118** (RF.2.3a, RF.2.3b, RF.2.3c, RF.2.3f, RF.2.4b)(SL.2.2)
- **Decodable Reader TE p. T119**(RF.2.3f, RF.2.4b) (see documents and online links #5)
- **Introduce Vocabulary TE pp. T120-121** (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T126-T127** (RL.2.1, RL.2.3) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #7, 9)
- **Grammar: Subject-Verb Agreement TE p. T138**(L.1.1c)
- **Spelling: Long I (i, igh, y) TE p. T138** (L.2.2d) (see documents and online links #4)
- **Narrative Writing: Introduce the Model TE p. T139** (W.2.3) [ELD-2.1.C.10, 2.1.C.12, 2.2.A.1]
- **Daily Proofreading Practice TE p. T 139**(W.2.5)

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section

- .Vocab Reader: The Brooklyn Dodgers T187 (see EL resources - link A)
- Language Support Card 1 7(see EL resources - link B)
- Differentiate Comprehension T189
- Differentiate Vocabulary Strategies Antonyms T 197
- Audio: Bright Lights, Luke Goes to Bat, Jackie Robinson, Leveled Practice ELL 17.1-17.4 (see EL resources - link C)
- Video Clips: Baseball (see EL resources - link D)
- Vocabulary in Context Cards 129-136 ELL 17.3 (see EL resources - link E)

### English Language Learner Tab:

- E 12 (Speaking and Listening/Develop Target Vocabulary) ELL 17.5
- E 13 (Scaffold Comprehension: Luke Goes to Bat) ELL 17.6
- E 13 (Words with Long i (i, igh, ie, y))
- E 14 (Scaffold Comprehension: Luke Goes to Bat)
- E 18 (Scaffold Informational Text: Jackie Robinson)
- E 20 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: The Summer of Baseball Parks T195 (see EL resources - link F)

### Documents and Online Links

1. **EL_Resources 2.4.17.pdf**
2. **Literacy Centers Resources**
3. **Vocab Context Cards**
4. **Sound Spelling List**
<table>
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<th>Unit</th>
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<td>4a. Sound Spelling Cards v2</td>
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<td>Small Group: Differentiate Phonics, Vocabulary Reader</td>
<td>4b. Mystery Word-Ice Cream Card</td>
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<td>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
<td>5. High Frequency Word Cards</td>
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<td>7. Jackie Robinson Biography</td>
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<td>8. Retelling Cards-Unit 4</td>
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<td>8a. Retelling Cards Summary Sheet</td>
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<td>9. Visualize strategy poster</td>
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<td>Journeys 2nd Grade PlannerUnit 4.pdf</td>
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<td>Phonics: Words with Long i (i, igh, ie, y) TE p. T142 (RF.2.3b)</td>
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<td>Dig Deeper: How to Analyze the Text TE pp. T144-145 (RL.2.2, L.2.3a) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #6)</td>
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<td>Second Read: Analyze the Text TE pp. T145 (RL2.2, L.2.3a) [ELD-2.1.B.6, 2.1.B.7, 2.2.A.2]</td>
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<td>Your Turn TE p. T146 (RL.2.2, RL.2.7, SL.2.1a) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]</td>
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<td>Write About Reading Performance Task TE p. T147 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]</td>
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<td>Narrative Writing: Focus Trait - Voice TE p. T149 (W.2.3) [ELD-2.1.C.10, 2.1.C.12, 2.2.A.1]</td>
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<td>Apply Vocabulary Knowledge: Dictionary Skills TE p. T157 (L.2.4e)</td>
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<td>Grammar: Subject-Verb Agreement TE p. 158 (L.1.1c)</td>
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<td><strong>Narrative Writing: Prewrite TE p. 159 (W.2.3)</strong> [ELD-2.1.C.10, 2.1.C.12, 2.2.A.1]</td>
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<td><strong>Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</strong></td>
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**“DAY 4”**

- **Phonics: Review Words with Long i (i, igh, ie, y) TE p. T162 (L.2.2d)**
- **Connect to the Topic: Informational Text TE p. T164 (RI.2.5)** [ELD-2.1.B.8, 2.2.A.1]
- **Compare Texts TE p. T165 (RI.2.6, W.2.3, W.2.8)** [ELD-2.1.B.6, 2.1.C.10]
- **Vocabulary Strategies: Antonyms TE p. T166 (L.2.4a)** [ELD-2.1.B.6]
- **Grammar: Spiral Review: Kinds of Sentences TE p. T168 (W.2.3)**
- **Spelling: Long i (i, igh, y) TE p. 168, Reader’s Notebook Vol.2 p. 28 (L.2.2d)**
- **Narrative Writing: Draft TE p. T169 (W.2.3)** [ELD-2.1.C.10, 2.1.C.12, 2.2.A.1]
- **Daily Proofreading Practice TE p. T 169(W.2.5)**
- *See TE p. 73 for Day 4 Research and Media Literacy Performance Task Activity*  
- **Small Group: Differentiate Vocabulary Strategies (L.2.4a)** [ELD-2.1.B.6]
- **Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)**

**“DAY 5”**

- **Extend the Topic: Domain Specific Vocabulary TE p. T172 (L.2.6)** [ELD-2.1.C.12]
- **Research and Media Literacy Performance Task: Compare and Contrast Media Messages TE p. T173 (SL.2.1b, SL.2.1c)**
- **Grammar: Subject-Verb Agreement TE p. T174-175(L.1.1c)**
### Unit 4, Lesson 18

**UNIT 4, LESSON 18**

**For general resources for this week see documents and online links #3-8.**

**For Unit Performance Task see Assess and Reteach week.**

**ANCHOR TEXT:** My Name is Me Llamo Gabriela (Biography)

**Leveled Readers:** Beatrix Potter, The Life of Jack Prelutsky, The Life of Langston Hughes, and Jack Prelutsky

**Vocabulary Reader:** All About Chile

**Connected Text:** Poems About Reading and Writing (Poetry)

**Essential Question:** Why are reading and writing important?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP-** Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T214-215 (SL.2.2) [ELD-2.1.B.5, 2.1.B.6]
- Phonics: Words with Long e sound for y TE pp. T216-218 (RF.2.3e, RF.2.4b)
- Decodable Reader TE p. T219 (RF.2.3f, RF.2.4b) (see documents and online links #5)

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### English Language Development Support

**For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.**

- Vocab Reader: All About Chile T287 (see EL resources - link A)
- Language Support Card 18 (see EL resources - link B)
- Differentiate Comprehension T289
- Differentiate Vocabulary Strategies T297
- Audio: Bunny and the Penny, My Name Is Gabriela, Poems About Reading. Leveled Practice ELL 18.1-18.4 (see EL resources - link C)
- Video Clips: Reading in Front of the Class (see EL resources - link D)
- Vocabulary in Context Cards 137-144 ELL 18.3 (see EL resources - link E)

**English Language Learner Tab:**

- E 22 (Speaking and Listening/ Develop Target Vocabulary) ELL 18.5
- E 23 (Scaffold Comprehension: My Name Is Gabriela) ELL 18.6
- E 23 (Words with Long e Sound for y)
- E 24 (Scaffold Comprehension: My Name Is Gabriela)
- **Introduce Vocabulary TE pp. T220-T221** (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T224-T235** (RI.2.1, RI.2.5, RI.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #8)
- **Grammar: The Verb Be TE p. T236** (L.3.1d)
- **Spelling: Teach the Principle TE p. T236** (L.2.2d) (see documents and online links #4)
- **Narrative Writing: Introduce the Model TE p. T237** (W.2.3) [ELD-2.1.C.10, 2.2.A.2, 2.2.B.5]
- **Daily Proofreading Practice TE p. T237** (W.2.5)
- **Small Group: Differentiate Phonics, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links #2)

**“DAY 2”**

- **Phonics: Words with Long e Sound for y TE p. T240** (RF.2.3e, RF.2.4b)
- **Dig Deeper: How to Analyze the Text TE pp. T242-243** (RI.2.6) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #6)
- **Second Read: Analyze the Text TE pp. T243** (RI.2.6, L.2.3a) [ELD-2.1.B.6, 2.1.B.8]
- **Your Turn TE p. T244** (RI.2.1, RI.2.6, SL.2.3) [ELD-2.1.B.6, 2.1.B.8]
- **Write About Reading Performance Task TE p. T245** (W.2.2) [ELD-2.1.C.10]
- **Grammar: The Verb Be TE p. T246** (L.2.1d) [ELD-2.2.B.3]
- **Spelling: Teach/Word Sort TE p. T246** (L.2.2d)
- **Narrative Writing: Focus Trait - Word Choice TE p. T247** (W.2.3) [ELD-2.1.C.10, 2.2.A.2, 2.2.B.5]
- **Daily Proofreading Practice TE p. T247** (W.2.5)
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RI.2.6, RI.2.10) [ELD-2.1.B.6, 2.1.B.7]
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links #2)

**“DAY 3”**

- **Phonics: Changing y to i TE pp. T250-251** (RF.2.3e)

**Documents and Online Links**

1. EL_Resources 2.4.18.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling Cards v2
4b. Mystery Word-Eagle Card
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Retelling Cards-Unit 4
7a. Retelling Cards Summary Sheet
8. Analyze/Evaluate strategy poster
- **Apply Vocabulary Knowledge: Target Vocabulary TE p. T256** (L.2.5a) [ELD-2.1.C.12]
- **Apply Vocabulary Knowledge: Dictionary Thesaurus Skills TE p. T257** (L.2.4e)
- **Decodable Reader TE p. T252** (RF.2.4b)
- **Grammar: The Verb Be TE p. T258** (L.3.1c, L.2.1d) [ELD-2.2.B.3]
- **Spelling: Long e Spelled y TE p. T258** (L.2.2d)
- **Narrative Writing: Prewrite TE p. T259** (W.2.3) [ELD-2.1.C.10, 2.2.A.2, 2.2.B.5]
- **Daily Proofreading Practice TE p. T259** (W.2.5)
- **Small Group: Differentiate Phonics & Fluency, Leveled Readers**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 4”**

- **Phonics: Review y to i TE p. T262** (RF.2.3b, RF.2.3e, RF.2.4b)
- **Connect to the Topic: Informational Text TE p. T264** (RL.2.4, RL.2.10) [ELD-2.1.B.6, 2.1.B.8]
- **Compare Texts TE p. T265** (RI.2.4, RI.2.10) [ELD-2.1.B.6, 2.1.B.8]
- **Vocabulary Strategies: Suffixes TE p. T266-267**
- **Grammar: Spiral Review: Writing Quotations TE p. T268**(L.3.2)
- **Spelling: Long e Spelled y TE p. T268 Reader's Notebook Vol.2 p. 43** (L.2.2d)
- **Narrative Writing: Draft TE p. T269** (W.2.3) [ELD-2.1.C.10, 2.2.A.2, 2.2.B.5]
- **Daily Proofreading Practice TE p. T269** (W.2.5)
- **Small Group: Differentiate Vocabulary Strategies** (L.2.4c)
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 5”**

- **Extend the Topic: Domain Specific Vocabulary TE p. T272** (L.2.5a, L.2.6) [ELD-2.1.C.12]
- **Speaking and Listening: Recount an Experience TE p. T273** (SL.2.4) [ELD-2.2.A.1, 2.2.A.2]
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<td>Text Support</td>
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<td>Narrative Writing: Revise and Edit TE pp. T276-277 (W.2.3, W.2.5) [ELD-2.1.C.10, 2.2.A.2, 2.2.B.5]</td>
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**Unit 4, lesson 19**

(Week 24, 1 Week)

**UNIT 4, LESSON 19**

For general resources for this week see documents and online links # 3-10.
For Unit Performance Task see Assess and Reteach week.

**ANCHOR TEXT:** Signmaker's Assistant (Humorous Fiction)

**Leveled Readers:** Aldo and Abby, Finding the Party, Too Many Signs!, and Sam Finds the Party

**Vocabulary Reader:** Signs Are Everywhere

**Connected Text:** The Trouble with Signs (Play)

**Essential Question:** How are signs helpful?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP** - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T314-315 (SL.2.1c, SL.2.2) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6]
- Phonics: Words with ar TE pp. T316-318 (RF.2.3e)

**English Language Development Support**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: Signs Are Everywhere T387 (see EL resources - link A)
- Language Support Card 19 (see EL resources - link B)
- Differentiate Comprehension T389
- Differentiate Vocabulary Strategies T397
- Audio: Darling Starling, The Signmaker's Assistant, The Trouble With Signs, Leveled Practice ELL 19.1-19.4 (see EL resources - link C)
- Vocabulary in Context Cards 145-152 ELL 19.3 (see EL resources - link D)

**English Language Learner Tab:**

- E 32 (Speaking and Listening/Develop Target Vocabulary)
- E 33 (Scaffold Comprehension: The Signmaker's Assistant)
- E 33 (Words with /ar/)
- E 34 (Scaffold Comprehension: The Signmaker's Assistant)
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<td><strong>Decodable Reader TE p. T319</strong> (RF.2.3e) (see documents and online links #5)</td>
<td>E 38 (Scaffold Play Selection: The Trouble With Signs)</td>
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<td><strong>Introduce Vocabulary TE pp. T320-321</strong> (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)</td>
<td>E 40 (Compare Texts)</td>
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<td><strong>First Read: Think Through the Text (Use Text Evidence) TE pp. T324-T337</strong> (RL.2.1, RL.2.3, RL.2.6, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #7, 10)</td>
<td>Leveled Reader: Sam Finds the Party T395 (see EL resources - link E)</td>
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<td><strong>Grammar: Commas in Dates and Places p. T338</strong> (L.1.2c, L.3.2b)</td>
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<td><strong>Spelling: Words with ar Teach the Principle TE p. T338</strong> (L.2.2d) (see documents and online links #4)</td>
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<td><strong>Narrative Writing: Introduce the Model TE p. T339</strong> (W.2.3) [ELD-2.1.C.10, 2.2.A.1]</td>
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<td><strong>Daily Proofreading Practice TE p. T339</strong> (W.2.5)</td>
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<td><strong>Small Group: Differentiate Phonics, Vocabulary Reader</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> (See Documents and Online Links # 2)</td>
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**“DAY 2”**

|      | **Phonics: Words with ar TE p. T342**(RF.2.3e) | |
|      | **Dig Deeper: How to Analyze the Text TE pp. T334-345** (RL.2.6, RL.2.7) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #6) | |
|      | **Second Read: Analyze the Text TE pp. T345** (RL.2.6, RL.2.7) [ELD-2.1.B.6, 2.1.B.7] | |
|      | **Your Turn TE p. T346** (RL.2.2, RL.2.6, RL.2.7, SL.2.1a, SL.2.1b) [ELD-2.1.A.1, 2.1.B.6, 2.1.B.7] | |
|      | **Write About Reading Performance Task TE p. T347** (W.2.3) [ELD-2.1.C.10, 2.2.A.1] (see documents and online links #8-8.3) | |
|      | **Grammar: Commas in Dates and Places** (L.1.2c, L.3.2b) | |
|      | **Spelling: Words with ar Teach/Word Sort TE p. T348** (L.2.2d) | |
|      | **Narrative Writing: Focus Trait - Word Choice TE p. T349** (W.2.3) [ELD-2.1.C.10, 2.2.A.1] | |
|      | **Daily Proofreading Practice TE p. T349** (W.2.5) | |
|      | **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RL.2.7, RL.2.10) [ELD-2.1.B.6, 2.1.B.7] | |
|      | **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2) | |

**“DAY 3”**

|      | **E 38 (Scaffold Play Selection: The Trouble With Signs)** | |
|      | **E 40 (Compare Texts)** | |
|      | **Leveled Reader: Sam Finds the Party T395** (see EL resources - link E) | |

**Documents and Online Links**

1. [EL_Resources 2.4.19.pdf](#)
2. [Literacy Centers Resources](#)
3. [Vocab Context Cards](#)
4. [Sound Spelling List](#)
5. [Sound Spelling Cards v2](#)
6. [Mystery Word-Artist Card](#)
7. [High Frequency Word Cards](#)
8. [Collaboration Lesson Plan](#)
9. [How Signs are Made video](#)
10. [myWriteSmart Lesson Plan](#)
11. [Sample Paragraph mWS](#)
12. [mWS Teacher support](#)
13. [mWS Student support](#)
14. [Retelling Cards-Unit 4](#)
15. [Retelling Cards Summary Sheet](#)
16. [Retelling Cards Summary Sheet](#)
17. [Retelling Cards Summary Sheet](#)
18. [Retelling Cards Summary Sheet](#)
19. [Retelling Cards Summary Sheet](#)
20. [Retelling Cards Summary Sheet](#)
21. [Retelling Cards Summary Sheet](#)
22. [G2.L19 Informative Prompt.docx](#)
23. [Journeys 2nd Grade PlannerUnit 4.pdf](#)
### Day 4

- **Phonics:** Review Words with *ar* TE p. T362 (RF.2.3b, RF.2.3e)  
- **Connect to the Topic:** Informational Text TE p. T364 (RL.2.6, RL.2.10) [ELD-2.1.B.6, 2.1.B.7]  
- **Compare Texts** TE p. T365 (RL.2.1, RL.2.7) [ELD-2.1.B.6]  
- **Vocabulary Strategies:** Shades of Meaning TE p. T366-367 (L.2.5b) [ELD-2.1.C.12]  
- **Grammar:** Spiral Review: Proper Nouns TE p. T368 (L.2.2a)  
- **Spelling:** Words with *ar* Reader’s Notebook Vol.2 p. 58 (L.2.2d)  
- **Narrative Writing:** Draft TE p. T369 (W.2.3) [ELD-2.1.C.10, 2.2.A.1]  
- **Daily Proofreading Practice** TE p. T369 (W.2.5)  
- **Small Group:** Differentiate Vocabulary Strategies (L.2.5b) [EDL-2.1.C.12]  
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

### Day 5

- **Extend the Topic:** Domain Specific Vocabulary TE p. T372 (L.2.5a,) [EDL-2.1.C.12]
**UNIT 4, LESSON 20**

For general resources for this week see documents and online links # 3-9.
For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: Dex, The Heart of a Hero (Fantasy)
Leveled Readers: Two Heroes, Superheroes to the Rescue, The Mysterious Superhero, and Superheroes Save the Day
Vocabulary Reader: Everyday Hero
Connected Text: Heroes Then and Now (Informational/Biography)
Essential Question: What makes someone a hero?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T414-415 (SL.2.1c, SL.2.2) [ELD-2.1.A.1, 2.1.B.5, 2.1.B.6]
### Unit Text Support

- **Introduce Vocabulary TE pp. T420-421** (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T424-T437** (RL.2.1, RL.2.3, RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #9)
- **Phonics: Words with or, ore TE pp. T416-418** (RF.2.3e)
- **Read: Decodable Reader TE p. T419** (RF.2.3e) (see documents and online links #5)
- **Grammar: Commas in series TE p. T438** (L.1.2c)
- **Spelling: Words with or, ore Teach the Principle TE p. T438** (L.2.2d) (see documents and online links #4)
- **Narrative Writing: Introduce the Model TE p. T439** (W.2.3, W.2.6) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]
- **Daily Proofreading Practice TE p. T439** (W.2.5)
- **Small Group: Differentiate Phonics, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links #2)

### “DAY 2”

- **Phonics: Words with ar TE p. T342** (RF.2.3e)
- **Dig Deeper: How to Analyze the Text TE pp. T444-445** (RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #6)
- **Second Read: Analyze the Text pp. T436**
- **Your Turn TE p. T446** (RL.2.1, RL.2.3, SL.2.1a, SL.2.1b) [ELD-2.1.B.6, 2.1.A.1]
- **Write About Reading Performance Task TE p. T447** (W.2.1) [ELD-2.1.C.10, 2.1.C.11] (see documents and online links #7)
- **Grammar: Commas in Series TE p. T448** (L.1.2c, L.3.2b)
- **Spelling: Words with or, ore TE p. T448** (L.2.2d)
- **Narrative Writing: Focus Trait - Word Choice TE p. T449** (W.2.3, W.2.6) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]
- **Daily Proofreading Practice TE p. T449** (W.2.5)
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RL.2.4, RL.2.7, RL.2.10)**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links #2)

### “DAY 3”

- **E 43 (Words with or, ore)**
- **E 44 (Scaffold Comprehension: Dex: The Heart of a Hero)**
- **E 47 (Prefix over-)**
- **E 48 (Scaffold Informational Text: Heroes Then and Now)**
- **E 50 (Compare Texts/ Build Academic Sentence Structures)**
- **Leveled Reader: Superheroes Save The Day T499** (see EL resources - link F)

### Documents and Online Links

1. EL_Resources 1.4.20.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling list mixed up v2
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. myWrite Smart Support
8. Retelling Cards-Unit 4
8a. Retelling Cards Summary Sheet
Deconstruct the Prompt Lesson 20
9. Monitor/Clarify strategy poster
G2.L20 Informative Prompt.docx
Journeys 2nd Grade PlannerUnit 4.pdf
- Phonics: Cumulative Review TE p. T452 (RF.2.3b, RF.2.3c, RF.2.3e)
- Readers Guide TE p. T454 (RL.2.1, RL.2.2, RL.2.7, SL.2.1a, SL.2.1b, SL.2.6) [ELD-2.1.A.1, 2.1.B.6, 2.1.B.7]
- Apply Vocabulary Knowledge: Target Vocabulary TE p. T456 (L.2.5a) [EDL-2.1.C.12]
- Apply Vocabulary Knowledge: Dictionary Skills TE p. T457 (L.2.4e)
- Decodable Reader TE p. T452 (RF.2.4b)
- Grammar: Commas in a Series TE p. T458
- Spelling: Words with or, ore TE p. T458 (L.2.2d)
- Narrative Writing: Prewrite TE p. 459 (W.2.3, W.2.6) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]
- Daily Proofreading Practice TE p. T259 (W.2.5)
- Small Group: Differentiate Phonics & Fluency, Leveled Readers
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 4”

- Phonics: Review Words with ar TE p. T362 (RF.2.3b, RF.2.3e)
- Connect to the Topic: Informational Text TE p. T464 (RI.2.5, RI.2.7, RI.2.10) [ELD-2.1.B.6, 2.2.A.1]
- Compare Texts TE p. T465 (RL.2.1, RL.2.9, W.2.8) [ELD-2.1.B.6, 2.1.C.10]
- Vocabulary Strategies: Prefix TE p. 466-467 (L.2.4b) [ELD-2.1.B.6]
- Grammar: Spiral Review: Writing Book Titles TE p. T468 (L.2.2a)
- Spelling: Words with or, ore TE p. 469 Reader’s Notebook Vol.2 p. 73 (L.2.2d)
- Narrative Writing: Draft TE p. T469 (W.2.3, W.2.5, W.2.6, L.2.2e) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]
- Daily Proofreading Practice TE p. T469 (W.2.5)
- Small Group: Differentiate Vocabulary Strategies (L.2.4b) [ELD-2.1.B.6]
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 5”
Unit 4 Assess and Reteach

(Week 26, 1 Week)

Unit 4 Assess and Reteach

Administer Common Assessment 4

Unit 4 Research and Media Performance Task TE p. xxiv-xxv (W.2.2, W.2.5, W.2.7, W.2.8)

Choose from the following choices bases on your students' needs:

**TE Intervention Tab**

Unit 4 Lesson 16 Day 1 -5 Day

- Phonics: -ed, -ing with Doubling Final Consonant TE p. S2 (RF.2.3d)
- Target Vocabulary TE p. S3, S10, (L.2.6)
- Story Structure TE p. S4 (RL.2.5)
- Phonics: -ed, -ing with Doubling Final Consonant TE p. S6 (RF.2.3d)
- Pronouns TE p. S8 (L.2.1)
- Fluency: Rate TE p. S9 (RF.2.4b)

Unit 4 Lesson 17 Day 1 -5 Day

A. Unit 4 Go Fish-High Frequency Words
B. Sound Spelling List Unit 4 review v2
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<td>Understanding Characters TE p. S24 (RL.2.3)</td>
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<td>Phonics: -s, -es, Changing y to i TE p. S26 (RF.2.3f)</td>
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<td>Words with: ar TE p. S32 (RF.2.3f)</td>
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<td>Words with: ar TE p. S32 (RF.2.3f)</td>
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<td>Target Vocabulary TE p. S33, S40, (RF.2.3f, SL.2.6)</td>
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<td>Text and Graphic Features TE p. S34 (RL.2.2)</td>
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<td>Phonics: Words with or, ore TE p. S46 (RF.2.3f)</td>
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<td>Using Commas in a Series TE p. S48 (L.2.2)</td>
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<td>Fluency: Intonation TE p. S49 (RF.2.4b)</td>
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**TE Small Group Tab**

**Day 5 Options for Reteaching**

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<td><strong>Language Arts: The Verb be TE p. T298 (L.2.1d)</strong></td>
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<td><strong>Language Arts: Commas in Dates and Places TE p. T398 (L.2.2b)</strong></td>
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<td><strong>Vocabulary: Shades of Meaning TE p. T399 (L.2.5a)</strong></td>
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<td><strong>Phonics: Words with or, ore TE p. T502 (RF.2.3e)</strong></td>
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<td><strong>Language Arts: Commas in a Series TE p. T502 (RF.2.3e)</strong></td>
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<td><strong>UNIT 5, LESSON 21</strong></td>
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<td>For general resources for this week see documents and online links #3-9.</td>
<td>English Language Development Support</td>
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<td>For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the</td>
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For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: Penguin Chick (Narrative Nonfiction)
Leveled Readers: Penguins, Exploring Antarctica, McMurdo Station, and Going to the South Pole
Vocabulary Reader: Antarctica Animals
Connected Text: Emperor Penguins (Informational) - Use Resource to show students King Penguins vs Emperor Penguins (word document)
Essential Question: How do animals care for their young?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-15 (SL.2.2, SL.2.3) [ELD-2.1.B.5, 2.1.B.6]
- Phonics: Words with -er TE p. T16 (RF.2.3e)
- Decodable Reader: Mustangs TE p. T19 (RF.2.4a) (see documents and online links #5)
- Introduce Vocabulary TE pp. T20-21 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3, 9)
- First Read: Think Through the Text (Use Text Evidence) TE pp. T24-35 (RI.2.1, RI.2.3, RI.2.6, RI.2.7) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #7)
- Grammar: What Is an Adjective? TE T36 (L.2.1e)
- Spelling: Words with -er Teach the Principle TE p. T36 (L.2.2d) (see documents and online links #4)
- Informative Writing: Introduce the Model TE p. T37 (W.2.2) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]
- *See TE p. 73 for Day 1 Research and Media Literacy Performance Task Prep
- Small Group: Differentiate Phonics, Vocabulary Reader

specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: Antarctic Animals T87 (see EL resources - link A)
- Language Support Card 21 (see EL resources - link B)
- Differentiate Comprehension T89
- Differentiate Vocabulary Strategies T97
- Audio: Mustangs, Penguin Chick, Emperor Penguins, Leveled Practice ELL 21.1-21.4 (see EL resources - link C)
- Video Clips: Animals and Their Young (see EL resources - link D)
- Vocabulary in Context Cards 161-168 ELL 21.3 (see EL resources - link E)

English Language Learner Tab:

- E 2 (Speaking and Listening/ Develop Target Vocabulary)
- E 3 (Scaffold Comprehension: Penguin Chick) ELL 21.6
- E 3 (Words with /er/)
- E 4 (Scaffold Comprehension: Penguin Chick)
- E 7 (Using a Dictionary)
- E 8 (Scaffold Informational Text: Emperor Penguins)
- E 10 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Going to the South Pole T95 (see EL resources - link F)

Documents and Online Links

1. EL_Resources 2.5.21.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling list mixed up v2
4b. Mystery Word-Bird Card
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<td>• Small Group: Literacy Centers (Flip Charts)(See Documents and Online Links # 2)</td>
<td><a href="#">5. High Frequency Word Cards</a></td>
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<td><strong>“DAY 2”</strong></td>
<td><a href="#">6. Collaboration Lesson Plan</a></td>
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<td>• Phonics: Words with er TE pp. T40-41 (RF.2.3e, RF.2.4a, L.2.2d)</td>
<td><a href="#">7. King Penguins vs. Emperor Penguins</a></td>
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<td>• Dig Deeper: How to Analyze the Text TE pp. T42-43 (RI.2.1, RI.2.2, RI.2.3) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #6)</td>
<td><a href="#">8. Retelling Cards Unit 5</a></td>
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<td>• Second Read: Analyze the Text TE pp. T24-33 (RI.2.2, RI.2.3) [ELD-2.1.B.6, 2.1.B.7]</td>
<td><a href="#">8a. Retelling Cards Summary Sheet</a></td>
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<td>• Your Turn TE p. T44 (RI.2.1, RI.2.2, RI.2.3, SL.2.1a) [ELD-2.1.B.6, 2.1.A.1]</td>
<td><a href="#">9. Infer/Predict strategy poster</a></td>
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<td>• Write About Reading Performance Task TE p. T45 (W.2.1) [ELD-2.1.C.10, 2.2.C.7]</td>
<td>G2.L21 IEW Prompt</td>
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<td>• Spelling: Words with er Teach/Word Sort TE p. T46 (L.2.2d)</td>
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<td>• Informative Writing: Focus Trait - Word Choice TE p. T47 (W.2.2) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]</td>
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<td>• ‘See TE p. 73 for Day 2 Research and Media Literacy Performance Task Prep</td>
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<td>• Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.2.1, RI.2.2, RI.2.3, RI.2.10) [ELD-2.1.B.6, 2.1.B.7]</td>
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<td>• Small Group: Literacy Centers (Flip Charts)(See Documents and Online Links # 2)</td>
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<td>• Phonics: Words with ir, ur TE p. T50-51 (RF.2.3a, RF.2.3e)</td>
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<td>• Readers Guide TE p. T54 (RI.2.1, RI.2.2, RI.2.8, SL.2.1a-c, SL.2.6) [ELD-2.1.A.1, 2.1.B.6, 2.1.B.7]</td>
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<td>• Apply Vocabulary Knowledge: Target Vocabulary TE p. T56 (L.2.5a) [EDL-2.1.C.12]</td>
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<td>• Apply Vocabulary Knowledge: Thesaurus Skills TE p. T57 (L.2.4e)</td>
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<td>• Grammar: What is an Adjective? TE p. 58 (L.2.1e)</td>
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<td>• Spelling: Words with er TE p. T58 (L.2.2d)</td>
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<td>• Informative Writing: Prewrite TE p. T59 (W.2.2) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]</td>
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**“DAY 4”**

- Phonics: Review TE pp. T62-63 (RF.2.3b, RF.2.3e, RF.2.4b)
- Connect to the Topic: Informational Text TE p. T64 (RI.2.5, RI.2.10) [ELD-2.1.B.6, 2.2.A.1]
- Compare Texts TE p. T65 (RI.2.9, W.2.7) [ELD-2.1.B.6, 2.1.C.10, 2.2.A.1]
- Vocabulary Strategies: Dictionary Entry TE p.66 (L.2.4e)
- Grammar: Spiral Review: Reflexive Pronouns TE p. T68 (L.2.1c) [ELD-2.2.B.4]
- Spelling: Words with er TE p. T68 (L.2.2d)
- Informative Writing: Draft TE p. T69 (W.2.2) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]
- *See TE p. 73 for Day 4 Research and Media Literacy Performance Task Activity*
- Small Group: Differentiate Vocabulary Strategies (L.2.4e)
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

**“DAY 5”**

- Extend the Topic: Domain Specific Vocabulary TE p. T72 (L.2.5a, L.2.6) [ELD-2.1.C.12]
- Research and Media Literacy Performance Task: Research Another Antarctic Animal TE p. T73 (W.2.7, W.2.8, SL.2.1c, SL.2.3, SL.2.5, SL.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.C.9, 2.1.C.10]
- Spelling: Words with er Assess TE p. T74 (L.2.2d)
- Informative Writing: Revise and Edit TE pp. T76-77(W.2.2, W.2.5) [ELD-2.1.C.10, 2.2.A.1, 2.2.A.2]
- Daily Proofreading Practice TE p.76 (W.2.2, W.2.5)
- Small Group: Reteach as needed
### Unit 5, Lesson 22
(Week 28, 1 Week)

**UNIT 5, LESSON 22**

For general resources for this week see documents and online links # 3-8.
For Unit Performance Task see Assess and Reteach week.

**ANCHOR TEXT:** Gloria Who Might Be My Best Friend (Realistic Fiction)
**Leveled Readers:** The Kite Contest, Every Kind of Wish, Sand Castle Contest, and Elena’s Wish

**Vocabulary Reader:** Friendship Rules!
**Connected Text:** How to Make a Kite (Informational)

**Essential Question:** How do friends help each other?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP** - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T114-115 (SL.2.3) [ELD-2.1.B.5, 2.1.B.6]**
- **Phonics: Homophones TE p. T116 (RF.2.3b)**
- **Decodable Reader: What’s That? TE p. T119 (RF.2.4c) [see documents and online links #5]**
- **Introduce Vocabulary TE pp. T120-121 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] [see documents and online links #3]**
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T124-135 (RL.2.1, RL.2.2, RL.2.3, RL.2.7) [ELD-2.1.B.6, 2.1.B.7] [see documents and online links #8]**
- **Grammar: Using Adjectives TE p. T136 (L.2.2e)**

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**English Language Development Support**

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- **Vocab Reader: Friendship Rules!** (see EL resources - link A)
- **Language Support Card 22** (see EL resources - link B)
- **Differentiate Comprehension T189**
- **Differentiate Vocabulary Strategies Figurative Language T 197**
- **Audio: What’s That?, Gloria Who Might Be My Best Friend, How To Make A Kite, Leveled Practice ELL 22.1-22.4** (see EL resources - link C)
- **Video Clips: Flags and Kites on a Windy Day** (see EL resources - link D)
- **Vocabulary in Context Cards 169-176 ELL 22.3** (see EL resources - link E)

**English Language Learner Tab:**

- **E 12 (Speaking and Listening/Develop Target Vocabulary) ELL 22.5**
- **E 13 (Scaffold Comprehension: Gloria Who Might Be My Best Friend)** ELL 22.6
- **E 13 (Homophones)**
- **E 14 (Scaffold Comprehension: Gloria Who Might Be My Best Friend)**
- **E 17 (Figurative Language/Idioms)**
- **E 18 (Scaffold Informational Text: How to Make a Kite)**
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- **Spelling: Teach the Principle TE p. T136** (L.2.2d) *(see documents and online links #4)*
- **Informative Writing: Introduce the Model TE p. T137** *(W.2.2)*
  [ELD-2.1.C.10, 2.2.A.1]
- **Small Group: Differentiate Phonics, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 2”**

- **Phonics: Homophones TE pp. T140-141** *(L.2.2d)*
- **Dig Deeper: How to Analyze the Text TE pp. T142-143** *(RL.2.3, RL.2.4, RL.2.7)*  [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] *(see documents and online links #6)*
- **Second Read: Analyze the Text TE pp. T124-133** *(RL.2.3, RL.2.4)*  [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]
- **Write About Reading Performance Task TE p. T145** *(W.2.1)*  [ELD-2.1.C.10, 2.1.C.11]
- **Grammar: Using Adjectives p. T146** *(L.2.1e)*
- **Spelling: Homophones TE p. T146** *(L.2.2d)*
- **Informative Writing: Focus Trait - Organization TE p. T147** *(W.2.2)*  [ELD-2.1.C.10, 2.2.A.1]
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** *(RL.2.3, RL.2.7, RL.2.10)*  [ELD-2.1.B.6, 2.1.B.7]
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 3”**

- **Phonics: Base Words and Endings -er, -est TE pp. T150-151** *(RF.2.3b)*
- **Apply Vocabulary Knowledge: Target Vocabulary TE p. T156** *(L.2.5a-b)*  [EDL-2.1.C.12]
- **Apply Vocabulary Knowledge: Dictionary Skills TE p. T157** *(L.2.4e, L.2.5a, L.2.5b)*

**Documents and Online Links**

1. EL_Resources 2.5.22.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling List mixed up v2
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Retelling Cards Unit 5
7a. Retelling Cards Summary Sheet
8. Question strategy poster
G2.L22 Informative Prompt 1
G2.L22 Informative Prompt 2.docx
Journeys 2nd Grade PlannerUnit 5.pdf
Unit | Text Support | Resources
---|---|---

- **Grammar:** Using Adjectives TE p. T158 (L.2.1e)
- **Spelling:** Homophones TE p. T158 (L.2.2d)
- **Informative Writing:** Prewrite TE p. T159 (W.2.2) [ELD-2.1.C.10, 2.2.A.1]
- **Small Group:** Differentiate Phonics & Fluency, Leveled Readers
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 4”**

- **Phonics:** Review Base Words and Endings -er, -est TE pp. T162-163 (RF.2.3b, RF.2.3e)
- **Connect to the Topic:** Informational Text TE p. T164 (RI.2.3, RI.2.10) [ELD-2.1.B.6, 2.1.B.7]
- **Compare Texts TE p. T165** (RL.2.1, SL.2.1a-b, SL.2.3, SL.2.5) [ELD-2.1.B.6, 2.1.A.4, 2.1.C.9]
- **Vocabulary Strategies:** Idioms TE p. T166-167 (L.2.4a, L.2.4e) [ELD-2.1.B.6]
- **Grammar:** Spiral Review: Subject-Verb Agreement TE p. T168 (L.1.1.c)
- **Spelling:** Homophones TE p. T168 (L.2.2d)
- **Informative Writing:** Draft TE p. T169 (W.2.2) [ELD-2.1.C.10, 2.2.A.1]
- **Small Group:** Differentiate Vocabulary Strategies (L.2.4a) [ELD-2.1.B.6]
- **Small Group:** Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 5”**

- **Extend the Topic:** Domain Specific Vocabulary TE p. T172
- **Speaking and Listening:** Explain the Steps of a Procedure TE p. T173 (SL.2.1c, SL.2.3, SL.2.4, SL.2.5, SL.2.6) [ELD-2.1.B.6, 2.1.A.4, 2.1.C.9]
- **Grammar:** Using Adjectives TE pp. T174-175 (L.2.1e)
- **Spelling:** Assess TE p. T174 (L.2.2d)
- **Informative Writing:** Revise and Edit TE pp. T76-77 (W.2.2, W.2.5) [ELD-2.1.C.10, 2.2.A.1]
- **Daily Proofreading Practice TE p. T176** (W.2.2, W.2.5) [ELD-2.1.C.10, 2.2.A.1]
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### UNIT 5, LESSON 23

**For general resources for this week see documents and online links # 3-9.**
**For Unit Performance Task see Assess and Reteach week.**

**ANCHOR TEXT:** The Goat in the Rug (Narrative Fiction)
**Leveled Readers:** From Sheep to Sweater, Wool, Textiles from Around the World, and How We Use Wool
**Vocabulary Reader:** Weaving
**Connected Text:** Basket Weaving (Informational)
**Essential Question:** How is art connected to the past?

**NOTE:** The “days” below refer to the location in the Teacher Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP:®** Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

**“DAY 1”**

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T214-215 (SL.2.2) [ELD-2.1.B.5, 2.1.B.6]**
- **Phonics: -y,-ly, ful, TE p. T216 (RF.2.3d)**
- **Decodable Reader: Fraidy Cat TE p. T219 (RF.2.4a, RF.2.4b) (see documents and online links #5)**
- **Introduce Vocabulary: TE pp. T220-221 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)**
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T224-235 (RL.2.1, RL.2.3, RL.2.4) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #9)**

### English Language Development Support

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- **Vocab Reader: Weaving T287 (see EL resources - link A)**
- **Language Support Card 23 (see EL resources - link B)**
- **Differentiate Comprehension T289**
- **Differentiate Vocabulary Strategies Compound Words T297**
- **Audio: Fraidy Cat, The Goat in the Rug, Basket Weaving, Leveled Practice ELL 23.1-23.4 (see EL resources - link C)**
- **Video Clips: Navajo Rugs (see EL resources - link D)**
- **Vocabulary in Context Cards 177-184 ELL 23.3 (see EL resources - link E)**

### English Language Learner Tab:

- **E 22 (Speaking and Listening/Develop Target Vocabulary)**
- **E 23 (Scaffold Comprehension: Goat in the Rug) ELL 23.6**
- **E 23 (Words with Suffixes -y,-ly,-ful)**
- **E 24 (Scaffold Comprehension: Goat in the Rug)**
- **E 25 (Conclusions Summarize) ELL 23.6**
- **E 27 (Compound Words)**
- **E 28 (Scaffold Informational Text: Basket Weaving)**
### Unit 49

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<td>- Grammar: Irregular Verbs TE p. T236 (L.2.1d) [ELD-2.2.B.3]</td>
<td>- E 30 (Compare Texts/ Build Academic Sentence Structures)</td>
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<td>- Spelling: Teach the Principle TE p. T236 (L.2.2d) (see documents and online links #4)</td>
<td>- Leveled Reader: How We Use Wool T295 (see EL resources - link F)</td>
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<td>- Informative Writing: Introduce the Model TE p. T239 (W.2.2) [ELD-2.1.C.10, 2.1.C.11, 2.2.C.6]</td>
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<td>- “See TE p. 273 for Day 1 Research and Media Literacy Performance Task Prep”</td>
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<td>- Small Group: Differentiate Phonics, Vocabulary Reader</td>
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<td>- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)</td>
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**“DAY 2”**

- Phonics: Words with Suffixes -y, -ly, -ful TE pp. T240-241 (RF.2.3c, RF.2.4d, RF.2.4a, RF.2.4b)
- Dig Deeper: How to Analyze the Text TE pp. T242-243 (RI.2.1, RI.2.3, RL.2.7) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #6-7)
- Second Read: Analyze the Text TE pp. T224-234 (RI.2.1, RI.2.3) [ELD-2.1.B.6]
- Your Turn TE p. T244 (RI.2.1, RI.2.3, RI.2.7, SL.2.1b) [ELD-2.1.A.1, 2.1.B.6]
- Write About Reading Performance Task TE p. T245 (W.2.2) [ELD-2.1.C.10, 2.1.C.11]
- Grammar: Irregular Verbs p. T246 (L.2.1d) [ELD-2.2.B.3]
- Spelling: Suffixes -ly, -ful TE p. TE p. 246 (RF.2.3c, RF.2.3d, RF.2.4a, RF.2.4b)
- Informative Writing: Focus Trait - Word Choice TE p. T247 (W.2.2) [ELD-2.1.C.10, 2.1.C.11, 2.2.C.6]
- “See TE p. 273 for Day 2 Research and Media Literacy Performance Task Prep”
- Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.2.1, RI.2.3, RI.2.10) [ELD-2.1.B.6, 2.1.B.7]
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

**“DAY 3”**

- E 30 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: How We Use Wool T295 (see EL resources - link F)

**Documents and Online Links**

1. EL_Resources 2.5.23.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling List mixed up v2
4b. Mystery Word-Endings -y, -ly
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Steps Glenmae Follows to Make a Rug flow map
8. Retelling Cards Unit 5
8a. Retelling Cards Summary Sheet
9. Summarize strategy poster
G2.L23 Informative Prompt 1.docx
G2.L23 IEW Prompt 2
Journeys 2nd Grade PlannerUnit 5.pdf
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<td><strong>Readers Guide TE p. T254</strong> (RI.2.1, SL.2.1a-c, SL.2.6) [ELD-2.1.A.1, 2.1.B.6]</td>
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<td><strong>Apply Vocabulary Knowledge: Target Vocabulary TE p. T256</strong> (L.2.5a) [ELD-2.1.C.12]</td>
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<td><strong>Apply Vocabulary Knowledge: Glossary Skills TE p. T257</strong> (L.2.4e)</td>
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<td><strong>Grammar: Irregular Verbs TE p. 258</strong> (L.2.1d) [ELD-2.2.B.3]</td>
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<td><strong>Spelling: Suffixes -ly, -ful TE p.T258</strong> (RF.2.3d)</td>
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<td><strong>Informative Writing: Prewrite TE p. 259</strong> (W.2.2) [ELD-2.1.C.10, 2.1.C.11, 2.2.C.6]</td>
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<td><em>See TE p. 273 for Day 3 Research and Media Literacy Performance Task Prep</em></td>
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**“DAY 4”**

|      | **Phonics: Review Homophones and Words with Suffixes -y, -ly, -ful TE p. T263** (RF.2.3b, RF.2.3d) |          |
|      | **Connect to the Topic: Informational Text TE p. T264** (RI.1.3, RI.2.10) [ELD-2.1.B.6] |          |
|      | **Compare Texts TE p. T265** (RI.2.2, RI.2.9, SL.2.1a-b, SL.2.3, SL.2.5) [ELD-2.1.A.1, 2.1.B.6] |          |
|      | **Grammar: Spiral Review: The Special Verb be** TE p. T268 (L.3.1d) |          |
|      | **Spelling: Suffixes -ly, -ful TE p. 268** (L.2.2d) |          |
|      | **Informative Writing: Draft TE p. T269** (W.2.2) [ELD-2.1.C.10, 2.1.C.11, 2.2.C.6] |          |
|      | *See TE p. 273 for Day 4 Research and Media Literacy Performance Task Activity* |          |
|      | **Small Group: Differentiate Vocabulary Strategies** (L.2.4d) [ELD-2.2.C.6] |          |
|      | **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2) |          |

**“DAY 5”**
### English Language Development Support

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: *Clever Animals* (see EL resources - link A)
- Language Support Card 24 (see EL resources - link B)
- Differentiate Comprehension T389
- Differentiate Vocabulary Strategies Antonyms T397
- Audio: *The Unreal Party, Half-Chicken, The Lion and the Mouse* Leveled Practice ELL 24.1-24.4 (see EL resources - link C)
- Video Clips: *Family Stories* (see EL resources - link D)
- Vocabulary in Context Cards 185-192 ELL 24.3 (see EL resources - link E)

### Unit 5, Lesson 24

#### For general resources for this week see documents and online links #3-8.

**For Unit Performance Task see Assess and Reteach week.**

**ANCHOR TEXT:** Half-Chicken (Folktale)

**Leveled Readers:** Favorite Fables, Coyote and Rabbit, Groundhog’s New Home, and *The Trick*

**Vocabulary Reader:** *Clever Animals*

**Connected Text:** The Lion and the Mouse (Traditional Tale)

**Essential Question:** Why are some stories told over and over again?

**NOTE:** The “days” below refer to the location in the Teacher Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP** - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

#### “DAY 1”
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<td><strong>Teacher Read Aloud (including Classroom Collaboration)</strong> TE pp. T314-315 (SL.2.3) [ELD-2.1.B.5, 2.1.B.6]</td>
<td><strong>E 32</strong> (Speaking and Listening/Develop Target Vocabulary)</td>
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<td><strong>Phonics: Prefixes re-, un-, over-, pre-, mis-</strong> TE p. T316 (RF.2.3d)</td>
<td><strong>E 33</strong> (Scaffold Comprehension: Half-Chicken) ELL 24.6</td>
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<td><strong>Decodable Text: The Unreal Party</strong> TE p. T319 (RF.2.4b) (see documents and online links #5)</td>
<td><strong>E 33</strong> (Prefixes re-, un-, over-, pre-, mis-</td>
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<td>**Introduce Vocabulary TE pp. T320-321 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)</td>
<td><strong>E 34</strong> (Scaffold Comprehension: Half-Chicken) ELL 24.6</td>
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<td><strong>First Read: Think Through the Text (Use Text Evidence)</strong> TE pp. T324-335 (RL.2.1, RL.2.2, RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #8)</td>
<td><strong>E 37</strong> (Antonyms)</td>
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<td><strong>Grammar: Irregular Action Verbs</strong> TE p. T336 (L.2.1d) [ELD-2.2.B.3]</td>
<td><strong>E 38</strong> (Scaffold Fiction: The Lion and The Mouse)</td>
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<td><strong>Spelling: Prefixes re- and un-</strong> TE p. 336 Reader’s Notebook Vol. 2 p. 129 (L.2.2d) (see documents and online links #4)</td>
<td><strong>E 40</strong> (Compare Texts/ Build Academic Sentence Structures)</td>
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<td><strong>Informative Writing: Introduce the Model</strong> TE p. T337 (W.2.2) [ELD-2.1.C.10, 2.2.A.1]</td>
<td><strong>Leveled Reader: The Trick</strong> (see EL resources - link F)</td>
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<td><strong>Small Group: Differentiate Phonics, Vocabulary Reader</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> <em>(See Documents and Online Links # 2)</em></td>
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**“DAY 2”**

|        | **Phonics: re-, un-, over-, pre-, mis-** TE p. T340-341 (RF.2.3b, RF.2.3c, R.2.3d) |                                                                           |
|        | **Dig Deeper: How to Analyze the Text** TE pp. T342-343 (RL.2.1, RL.2.6, RL.2.7) [ELD-2.1.B.6] (see documents and online links #6) |                                                                           |
|        | **Second Read: Analyze the Text** TE pp. T324-333 (RL.2.6, RL.2.7) [ELD-2.1.B.6] |                                                                           |
|        | **Your Turn** TE p. T344 (RL.2.1, RL.2.2, RL.2.7, SL.2.3) [ELD-2.1.B.6] |                                                                           |
|        | **Write About Reading Performance Task** TE p. T345 (W.2.2) [ELD-2.1.C.10, 2.2.A.1] |                                                                           |
|        | **Grammar: Irregular Action Verbs** p. T358 (L.2.1d) [ELD-2.2.B.3] |                                                                           |
|        | **Spelling: Prefixes re-, un-** TE p. T346 (L.2.2d) |                                                                           |
|        | **Informative Writing: Focus Trait - Ideas** TE p. T347(W.2.2) [ELD-2.1.C.10, 2.2.A.1] |                                                                           |
|        | **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RL.2.1, RL.2.6, RL.2.7, RL.2.10) [ELD-2.1.B.6] |                                                                           |

**Documents and Online Links**

1. EL_Resources 2.5.24.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
4a. Sound Spelling List mixed up v2
4b. Mystery Word-Prefixes re-, un-
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Retelling Cards Unit 5
7a. Retelling Cards Summary Sheet
8. Visualize strategy poster
G2.L24 Informative Prompt 1.docx
G2.L24 Informative Prompt 2
G2.L24 IEW Prompt 3
Journeys 2nd Grade PlannerUnit 5.pdf
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<td>Small Group: Literacy Centers (Flip Charts) <em>(See Documents and Online Links # 2)</em></td>
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**“DAY 3”**

- Phonics: Words with Silent Consonants TE p. T350-351 (RF.2.3a, RF.2.3e)
- Readers Guide TE p. T354 (RL.2.1, RL.2.2, SL.2.1a-b, SL.2.6) [ELD-2.1.A.1, 2.1.B.6]
- Apply Vocabulary Knowledge: Target Vocabulary TE p. T356 (L.2.5a) [EDL-2.1.C.12]
- Apply Vocabulary Knowledge: Dictionary Skills TE p. T357 (L.2.4e)
- Grammar: Irregular Action Verbs TE p. T358 (L.2.1d) [ELD-2.2.B.3]
- Spelling: Prefixes re- and un- TE p. T358 (L.2.2d)
- Informative Writing: Prewrite TE p. T359 (W.2.2, W.2.6) [ELD-2.1.C.10, 2.2.A.1]
- Small Group: Differentiate Phonics & Fluency, Leveled Readers
- Small Group: Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 4”**

- Phonics: Review Words with Silent Consonants and Review Words with Suffixes -y, -ly, -ful, and Prefixes re-, un-, over-, pre-, mis- TE p. T362-T363(RF.2.3a, RF.2.3d, RF.2.3e)
- Connect to the Topic: Traditional Tale TE p. T364 (RL.2.2, RL.2.3, RL.2.10) [ELD-2.1.B.6, 2.1.B.7]
- Compare Texts TE p. T365 (RL.2.2, RL.2.3, W.2.8, SL.2.1a, SL.2.4, SL.2.5) [ELD-2.1.B.6, 2.1.C.10, 2.1.C.12]
- Grammar: Spiral Review: Commas in Sentences TE p. T368 (W.2.2) [ELD-2.2.C.7]
- Spelling: Prefixes re- and un- TE p. T368 (L.2.2d)
- Informative Writing: Draft TE p. T369 (W.2.2) [ELD-2.1.C.10, 2.2.A.1]
- Small Group: Differentiate Vocabulary Strategies (L.2.4a) [ELD-2.1.B.6]
- Small Group: Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*
Unit 5, Lesson 25 (Week 31, 1 Week)

UNIT 5, LESSON 25

For general resources for this week see documents and online links # 3-8.
For Unit Performance Task see Assess and Reteach week.

ANCHOR TEXT: From Seed to Plant (Informational)
Leveled Readers: Plant and Animal Partners, The Life Cycle of a Tree, Desert Plants, and How a Tree Grows
Vocabulary Reader: Grow a Bean Plant!
Connected Text: Super Soil (Informational)
Essential Question: How do plants grow and change?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

English Language Development Support

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: Grow a Bean Plant! T487 (see EL resources - link A)
- Language Support Card 25 (see EL resources - link B)
- Differentiate Comprehension T 489
- Differentiate Vocabulary Strategies Using Context T497
- Audio: A Spring Walk, From Seed to Plant, Super Soil, Leveled Practice ELL 25.1-25.4 (see EL resources - link C)
- Vocabulary in Context Cards 193-200 ELL 25.3 (see EL resources - link D)

English Language Learner Tab:
### “DAY 1”

- **Teacher Read Aloud (including Classroom Collaboration)** TE pp. T414-415 (SL.2.3) [ELD-2.1.B.5, 2.1.B.6]
- **Phonics: Words with au, aw, al, o, a** TE p. T416 (RF.2.4b)
- **DecodableReader: A Spring Walk** TE p. T419 (RF.2.4a) (see documents and online links #5)
- **Introduce Vocabulary** TE pp. T420-421 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- **First Read: Think Through the Text (Use Text Evidence)** TE pp. T424-433 (RI.2.1, RI.2.3, RI.2.6) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #8)
- **Grammar: More Irregular Action Verbs** TE p. T434 (L.2.1d) [ELD-2.2.B.3]
- **Spelling: Words with aw, al, o** TE p. T434 Reader’s Notebook Vol. 2 p. 144 (L.2.2d) (see documents and online links #4)
- **Informative Writing: Draft** TE p. T435 (W.2.2, W.2.6) [ELD-2.1.C.10, 2.2.A.1]
- **Small Group: Differentiate Phonics, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links # 2)

### “DAY 2”

- **Phonics: Words with au, aw, al, o, a** TE pp. T438-439 (RF.2.3e)
- **Dig Deeper: How to Analyze the Text** TE pp. T440-441 (RI.2.3, RI.2.5, RI.2.7) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #6)
- **Second Read: Analyze the Text** TE pp. T424-432 (RI.2.7) [ELD-2.1.B.6]
- **Your Turn** TE p. T442 (RI.2.1, RI.2.3, RI.2.5, RI.2.7, SL.2.6) [ELD-2.1.A.4, 2.1.B.6, 2.1.B.7]
- **Write About Reading Performance Task** TE p. T443 (W.2.2) [ELD-2.1.C.10, 2.2.A.1, 2.2.C.6]
- **Grammar: More Irregular Action Verbs** p. T444 (L.2.1d) [ELD-2.2.B.3]
- **Spelling: Words with aw, al, o** Teach/Word Sort TE p. T444 (L.2.2d)
- **Informative Writing: Focus Trait - Voice** TE p. T445 (W.2.2, W.2.6) [ELD-2.1.C.10, 2.2.A.1]

### Documents and Online Links

- E 32 (Speaking and Listening/Develop Target Vocabulary)
- E 33 (Scaffold Comprehension: From Seed to Plant) ELL 25.6
- E 33 (Words with au, aw, al o, a)
- E 44 (Scaffold Comprehension: From Seed To Plant) ELL 25.6
- E 47 (Using Context)
- E 48 (Scaffold Informational Text: Super Soil)
- E 50 (Compare Texts/Build Academic Sentence Structures)
- Leveled Reader: *How a Tree Grows* T495 (see EL resources - link E)
- **Small Group:** Differentiate Comprehension (Focus on Target Skill and Target Strategy) (RI.2.3, RI.2.7, RI.2.10) [ELD-2.1.B.6, 2.1.B.7]
- **Small Group:** Literacy Centers (Flip Charts) (*See Documents and Online Links # 2*)

**“DAY 3”**

- **Phonics:** Cumulative Review TE p. T448 (RF.2.3d)
- **Readers Guide TE p. T450** (RI.2.1, RI.2.2, RI.2.8, SL.2.1a-c, SL.2.6) [ELD-2.1.A.1, 2.1.B.6, 2.1.B.7]
- **Apply Vocabulary Knowledge:** Target Vocabulary TE p. T452 (L.2.5a) [EDL-2.1.C.12]
- **Apply Vocabulary Knowledge:** Dictionary Skills TE p. T453 (L.2.4e)
- **Grammar:** More Irregular Action Verbs TE p. T454 (L.2.1d) [ELD-2.2.B.3]
- **Spelling:** Words with aw, al, o TE p. T454 (L.2.2d)
- **Informative Writing:** Draft TE p. T455 (W.2.2, W.2.6) [ELD-2.1.C.10, 2.2.A.1]
- **Small Group:** Differentiate Phonics & Fluency, Leveled Readers
- **Small Group:** Literacy Centers (Flip Charts) (*See Documents and Online Links # 2*)

**“DAY 4”**

- **Phonics:** Review Words with au, aw, al, o, a TE p. T458 (RF.2.3e)
- **Connect to the Topic:** Informational Text TE p. T460 (RI.2.5, RI.2.7, RI.2.10)
- **Compare Texts TE p. T461** (RI.2.5, SL.2.1a, W.2.7)
- **Grammar:** Spiral Review: Commas in Sentences TE p. T464 (W.2.2) [ELD-2.2.C.7]
- **Spelling:** Words with aw, al, o (L.2.2d)
- **Informative Writing:** Draft and Revise TE p. T465 (W.2.2, W.2.5, W.2.6) [ELD-2.1.C.10, 2.2.A.1]
- **Small Group:** Differentiate Vocabulary Strategies (L.2.4a)
- **Small Group:** Literacy Centers (Flip Charts) (*See Documents and Online Links # 2*)
### Unit 5 Assessment and Reteach
(Week 32, 1 Week)

#### Unit 5 Assess and Reteach
Administer Common Assessment 5

**Formative Assessment Performance Tasks: End of the Year**
End of Unit 5: Narrative Task
(See documents and online resources links #1)

Choose from the following choices based on your students' needs:

#### TE Intervention Tab

**Unit 5 Lesson 21 Day 1 -5 Day**

- Phonics: r-controlled vowel er TE p. S2 (RF.2.3e)
- Target Vocabulary TE p. S3, S10, (RI.2.4, RF.2.3f, SL.2.4)
- Main Ideas and Details TE p. S4 (RL.2.1)
- Phonics: Words with ir, ur TE p. S6 (RF.2.3e)
- Adjectives TE p. S8 (L.2.1e)
- Fluency: Natural Pauses TE p. S9 (RF.2.4b)

**Unit 5 Lesson 22 Day 1 -5 Day**

### “DAY 5”

- **Extend the Topic:** Domain Specific Vocabulary TE p. T468 (L.2.5a, L.2.6) [ELD-2.1.C.12]
- **Speaking and Listening:** Steps in a Process TE p. T469 (RI.2.3, SL.2.1a, SL.2.1c, SL.2.2, SL.2.3) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.B.6]
- **Grammar:** More Irregular Action Verbs TE pp. T472-473 (L.2.1d) [ELD-2.2.B.3]
- **Spelling:** Words with aw, al, o Assess TE p. T470 (L.2.2d)
- **Informative Writing:** Revise, Edit, Publish TE pp. T472-473 (W.2.2, W.2.6) [ELD-2.1.C.10, 2.2.A.1]
- **Daily Proofreading Practice** TE p. T76 (W.2.3, W.2.5)
- **Small Group:** Reteach as needed
- **Small Group:** Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

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#### Unit 5 Lesson 22 Day 1 -5 Day

- **A. Unit 5 Go Fish-High Frequency Words**
- **1. Form. Ass. Performance Task (6 day)**
- **2. Guided Performance Task End of the Year (3 day model)**
- **3. Sound Spelling List Review Unit 5 v2**
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- **Unit 5 Lesson 23 Day 1 -5 Day**
  - Phonics: Suffixes -y, -ly, -ful TE p. S22 (RF.2.3d)
  - Target Vocabulary TE p. S23, S30, (RI.2.4, RF.2.3f, SL.2.6)
  - Conclusions TE p. S24 (RL.2.7)
  - Phonics: Final -tion, -ture TE p. S26 (RF.2.3e)
  - Irregular Verbs TE p. S28 (L.2.1d)
  - Fluency: Rate TE p. S29 (RF.2.4a, RF.2.4b)

- **Unit 5 Lesson 24 Day 1 -5 Day**
  - Phonics: Prefixes TE p. S32 (RF.2.3d)
  - Target Vocabulary TE p. S3, S40, (RL.2.4, RF.2.3f, SL.2.4)
  - Cause and Effect TE p. S34 (RL.2.1, RL.2.7)
  - Phonics: kn, wr, gn, mb TE p. S36 (RF.2.3f)
  - Irregular Verbs TE p. S38 (L.2.1d)
  - Fluency: Expression TE p. S39 (RF.2.4b)

- **Unit 5 Lesson 25 Day 1 -5 Day**
  - Phonics: Words with aw, au, al TE. S42 (RF.2.3e)
  - Target Vocabulary TE. S43, S50, (RI.2.4, RF.2.3f, SL.2.6)
  - Text and Graphic Features TE. S44 (RI.2.7)
  - Phonics: Words with /o/ TE. S46 (RF.2.3e)
  - Irregular Action Verbs TE. S48 (L.2.1d)

**TE Small Group Tab**

**Day 5 Options for Reteaching**

- **Unit 5 Lesson 21**
  - Phonics: Words with er, ir, ur TE p. T98 (RF.2.3e)
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| Unit 5 Lesson 22 | - Language Arts: What is an Adjective? TE p. T98 (L.2.1e)  
- Vocabulary: Using a Dictionary TE p. T99 (L.2.4e)  
- Comprehension: Main Idea and Details TE p. T99 (RI. 2.2)  |  |
| Unit 5 Lesson 23 | - Phonics: Base Words and Endings -er, -est TE p. T198 (RF.2.3e)  
- Language Arts: Using Adjectives TE p. T198 (L.2.1e)  
- Vocabulary: Figurative Language/Idioms TE p. T199 (L.2.4a)  
- Comprehension: Understanding Characters TE p. T199 (RL.2.3, RL.2.7)  |  |
| Unit 5 Lesson 24 | - Phonics: Final Stable Syllables -tion, -ture TE p. T298 (RF.2.3e)  
- Language Arts: Irregular Verbs TE p. T298 (L.2.1d)  
- Vocabulary: Compound Words TE p. T299 (L.2.4d)  
- Comprehension: Conclusions TE p. T299 (RI.2.1)  |  |
| Unit 5 Lesson 25 | - Phonics: Prefixes re-, un-, over-, mis- TE p. T398 (RF.2.3.d)  
- Language Arts: Irregular Action Verbs TE p. T398 (L.2.1d)  
- Vocabulary: Antonyms TE p. T399 (L.2.5)  
- Comprehension: Cause and Effect TE p. T399 (RL.2.7)  |  |
| Unit 6, Lesson 26 |  |  |
### Unit Text Support

**For general resources for this week see documents and online links #3-9.**

**ANCHOR TEXT:** The Mysterious Tadpole (Fantasy)

**Leveled Readers:** Larry the Singing Chicken, Planet Zogo, Katy’s Inventions, and Jason and the Space Creature

**Vocabulary Reader:** The Loch Ness Monster

**Connected Text:** From Eggs to Frogs (Informational)

**Essential Question:** How do some animals change as they grow?

**NOTE:** The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

### SMALL GROUP - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

#### "DAY 1"

- **Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-15** (RL.2.1, RL.2.5, RL.2.7, RL.2.10) [ELD-2.1.B.5, 2.1.B.6]
- **Phonics: Words with oo, ew, ue, ou TE p. T16-18** (L.2.2d)
- **Decodable Reader: The New Moose TE p. T19** (RF.2.3e, RF.2.3f) (see documents and online links #5)
- **Introduce Vocabulary TE pp. T20-21** (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- **First Read: Think Through the Text (Use Text Evidence) TE pp. T24-T37** (RL.2.1, RL.2.3, RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #9)
- **Grammar: Contractions TE p. T38** (L.2.2c)
- **Spelling: Words with oo, ew, ue, ou Teach the Principle TE p. T38** (L.2.2d) (see documents and online links #4)
- **Opinion Writing: Introduce the Model TE p. T39** (L.2.6) [ELD-2.1.C.10, 2.1.C.11]
- **Small Group: Differentiate Phonics, Vocabulary Reader**
- **Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links #2)

### Documents and Online Links

1. **EL_Resources 2.6.26.pdf**
2. **Literacy Center Resources**
3. **Vocab Context Cards**
4. **Sound Spelling List**
4a. **Sound Spelling list mixed up v2**
“DAY 2”

- **Phonics: Words with oo, ew, ue, ou TE pp. T42-43** (L.2.2d)
- **Dig Deeper: How to Analyze the Text TE pp. T44-45** (RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] *(see documents and online links #6)*
- **Second Read: Analyze the Text TE pp. T45** (RL.2.4, RL.2.7) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]
- **Your Turn TE p. T46** (RL.2.1, RL.2.2, RL.2.7, SL.2.1a) [ELD-2.1.A.1, 2.1.B.6]
- **Write About Reading Performance Task TE p. T47** (W.2.2, W.2.8) [ELD-2.1.C.10] *(see documents and online links #7)*
- **Grammar: Contractions p. T48** (L.2.2c)
- **Spelling: Teach/Word Sort TE p. T48** (L.2.2d)
- **Opinion Writing: Focus Trait - Word Choice TE p. T49** (W.2.6) [ELD-2.1.C.10]
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RL.2.1, RL.2.5, RL.2.7, RL.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8, 2.2.A.1]
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

“DAY 3”

- **Phonics: Words with oo, ew, ue, ou TE p. 52** (RF.2.3d, L.2.2d)
- **Readers Guide TE p. T54** (RL.2.1, RL.2.2, RL.2.7, SL.2.1a) [ELD-2.1.A.1, 2.1.B.6]
- **Apply Vocabulary Knowledge: Target Vocabulary TE p. T56** (L.2.5a) [ELD-2.1.C.12]
- **Apply Vocabulary Knowledge: Dictionary Skills TE p. T57** (L.2.4e)
- **Grammar: Contractions TE p. T58** (L.2.2c)
- **Spelling: Words with oo (we, oo, ou) TE p. T58** (RF.2.3b, L.2.2d)
- **Small Group: Differentiate Phonics & Fluency, Leveled Readers**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**Resources**
- 4b. Mystery Words-Moon Card
- 5. High Frequency Word Cards
- 6. Collaboration Lesson Plan
- 7. myWriteSmart multi-flow
- 8. Retelling Cards Unit 6
- 8a. Retelling Cards Summary Sheet
- 9. Infer/Predict strategy poster
- Deconstruct the Prompt Lesson 26
- Journeys 2nd Grade PlannerUnit 6.pdf
<table>
<thead>
<tr>
<th>Unit 6, lesson 27</th>
<th>UNIT 6, LESSON 27</th>
<th>English Language Development Support</th>
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</thead>
</table>

**“DAY 4”**

- **Phonics**: Review Words with oo, ew, ue, ou TE pp. T62-63 (RF.2.3b, L.2.2d)
- **Connect to the Topic**: Informational Text TE p. T64 (RI.2.7, RI.2.10) [ELD-2.1.B.6]
- **Compare Texts TE p. T65** (RL.2.1, RI.2.1, W.2.7, SL.2.5) [ELD-2.1.B.6, 2.1.C.10, 2.1.C.9]
- **Vocabulary Strategies**: Multiple Meaning TE pp. T66-67 (L.2.4a, L.2.4e) [ELD-2.1.B.6]
- **Grammar**: Spiral Review: Kinds of Adjectives TE p. T69 (L.2.1e)
- **Spelling**: Words with oo (ew, oo, ou) TE p. T68 (L.2.2d)
- **Opinion Writing**: Draft TE p. T69 (W.2.1, L.2.6) [ELD-2.1.C.10, 2.1.C.11]
- **Small Group**: Differentiate Vocabulary Strategies (L.2.4a) [ELD-2.1.B.6]
- **Small Group**: Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*

**“DAY 5”**

- **Extend the Topic**: Domain Specific Vocabulary TE p. T72 (L.2.5a, L.2.6) [ELD-2.1.C.12]
- **Speaking and Listening**: Cooperative Storytelling TE p. T73 (SL.2.1a, SL.2.1b, SL.2.4, SL.2.5) [ELD-2.1.A.1, 2.1.A.3, 2.1.A.4, 2.1.C.9]
- **Grammar**: Contractions TE pp. T74-75 (L.2.2c)
- **Spelling**: Assess TE p. T74 (L.2.2d)
- **Opinion Writing**: Revise and Edit TE pp. T76-77 (W.2.1, W.2.5) [ELD-2.1.C.10, 2.1.C.11]
- **Daily Proofreading Practice TE p. T76** (W.2.3, W.2.5)
- **Small Group**: Reteach as needed
- **Small Group**: Literacy Centers (Flip Charts) *(See Documents and Online Links # 2)*
<table>
<thead>
<tr>
<th>Unit</th>
<th>Text Support</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>(Week 34, 1 Week)</td>
<td>For general resources for this week see documents and online links # 3-8.</td>
<td>For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.</td>
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<tr>
<td>ANCHOR TEXT: The Dog That Dug for Dinosaurs (Biography)</td>
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</table>
Leveled Readers: The Mysterious Bone, Sue Hendrickson, Sir Hans Sloane, and Sue Hendrickson: Fossil Hunter  
Vocabulary Reader: Dinosaur Fossils  
Connected Text: La Brea Tar Pits (Informational Text)  
Essential Question: How do some animals change as they grow? |  
- Vocab Reader: Dinosaur Fossils T187 (see EL resources - link A)  
- Language Support Card 27 (see EL resources - link B)  
- Differentiate Comprehension T189  
- Differentiate Vocabulary Strategies Shades of Meaning T197  
- Audio: Woody Woodchuck and the Mysterious Ball, The Dog That Dug for Dinosaurs, La Brea Tar Pits, Leveled Practice ELL 27.1-27.4 (see EL resources - link C)  
- Vocabulary in Context Cards 209-216 ELL 27.3 (see EL resources - link D) |
| NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional. |  
SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers. |
| “DAY 1” |  
- Teacher Read Aloud (including Classroom Collaboration) TE pp. T114-115 (RI.2.6, RI.2.8, RI.2.10) [ELD-2.1.B.6]  
- Phonics: Words with oo TE p. T116-118 (L.2.2d)  
- Decodable Reader: Woody Woodchuck and the Mysterious Ball TE p. T119 (RF.2.4a, RF.2.4b) (see documents and online links #5)  
- Introduce Vocabulary TE pp. T120-121 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)  
- First Read: Think Through the Text (Use Text Evidence) TE pp. T126-T132 (RI.2.1, RI 2.3, RI.2.4, RI.2.7, RI.2.8) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #8)  
- Grammar: What is an adverb? TE p. T168 (L.2.1e)  
- Spelling: Words with oo (book) Teach the Principle TE p. T136 (L.2.2d) (see documents and online links #4)  
- Opinion Writing: Introduce the Model TE p. T137 (W.2.1, W.2.7) [ELD-2.1.C.10]  
- Small Group: Differentiate Phonics, Vocabulary Reader  
- Small Group: Literacy Centers (Flip Charts)(See Documents and Online Links # 2) |  
|  | English Language Learner Tab: |  
|  |  
- E 12 (Speaking and Listening/ Develop Target Vocabulary)  
- E 13 (Scaffold Comprehension: The Dog That Dug for Dinosaurs) ELL 27.6  
- E 13 (Words with oo)  
- E 14 (Scaffold Comprehension: The Dog That Dug for Dinosaurs)  
- E 17 (Shades of Meaning)  
- E 18 (Scaffold Informational Text: La Brea Tar Pits)  
- E 20 (Compare Texts/ Build Academic Sentence Structures)  
- Leveled Reader: Fossil Hunter (see EL resources - link E) |  
| Documents and Online Links |  
1. EL_Resources 2.6.27.pdf  
2. Literacy Centers Resources  
3. Vocab Context Cards  
4. Sound Spelling List |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Text Support</th>
<th>Resources</th>
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<tr>
<td>“DAY 2”</td>
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<td><strong>Phonics: Words with oo TE pp. T140-141</strong> (L.2.2d)</td>
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<td><strong>Dig Deeper: How to Analyze the Text TE pp. T142-143</strong> (RI.2.4, RI.2.8) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #6)</td>
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<td><strong>Second Read: Analyze the Text TE pp. T143</strong></td>
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<td><strong>Your Turn TE p. T144</strong> (RI.2.1, RL.2.3, SL.2.1c) [ELD-2.1.A.1, 2.1.B.6]</td>
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<td><strong>Write About Reading Performance Task TE p. T145</strong> (W.2.2) [ELD-2.1.C.10]</td>
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<td><strong>Grammar: What is an adverb? p. T146</strong> (L.2.1e)</td>
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<td><strong>Spelling: Words with oo: Teach/Word Sort TE p. T146</strong> (L.2.2d)</td>
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<td><strong>Opinion Writing: Focus Trait - Organization TE p. T147</strong> (W.2.1) [ELD-2.1.C.10, 2.2.A.1]</td>
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<td><strong>Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)</strong> (RI.2.6, RI.2.8, RI.2.10) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8]</td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> (See Documents and Online Links # 2)</td>
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<tr>
<td>“DAY 3”</td>
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<td><strong>Phonics: Possessive Nouns TE p. T150-151</strong> (L.3.1h)</td>
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<td><strong>Readers Guide TE p. T154</strong> (RI.2.1, RI.2.2, RI.2.8, SL.2.1a, SL.2.1b, SL.2.6) [ELD-2.1.A.1, 2.1.B.6, 2.1.B.7]</td>
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<td><strong>Apply Vocabulary Knowledge: Target Vocabulary TE p. T156</strong> (L.2.5a, L.2.6) [EDL-2.1.C.12]</td>
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<td><strong>Apply Vocabulary Knowledge: Dictionary Skills TE p. T157</strong> (L.2.4e)</td>
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<td><strong>Grammar: What is an adverb? TE p. 158</strong> (L.2.1e)</td>
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<td><strong>Spelling: Words with oo (book) TE p. T158</strong> (L.2.2d)</td>
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<td><strong>Opinion Writing: Prewrite TE p. T159</strong> (W.2.1, W.2.5, W.2.7) [ELD-2.1.C.10]</td>
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<td><strong>Small Group: Differentiate Phonics &amp; Fluency, Leveled Readers</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong> (See Documents and Online Links # 2)</td>
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**UNIT 6, LESSON 28**

For general resources for this week see documents and online links # 3-8.

**ANCHOR TEXT:** Yeh-Shen (Fairy Tale)

**Leveled Readers:** The Youngest Brother, The Three Princes, The Shoemaker, and The King and the Princes

**Vocabulary Reader:** Festival Fun in China

**Essential Question:** What can you learn from reading a fairy tale?
NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T214-215 (SL.2.3) [ELD-2.1.B.5, 2.1.B.6]
- Phonics: Vowel Dipthongs ow, ou TE p. T216-218 (RF 2.3e)
- Decodable Reader: Howie’s Big Brown Box TE p. T219 (RF.2.3e, RF.2.3f) (see documents and online links #5)
- Introduce Vocabulary TE pp. T220-221 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- First Read: Think Through the Text (Use Text Evidence) TE pp. T226-T229 (RL.2.1, RL.2.2, RL.2.3, RL.2.6) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #8)
- Spelling: Words with ow, ou TE p. T232 (L.2.2d) (see documents and online links #4)
- Grammar: Possessive Nouns TE p. T232 (L.2.2c) [ELD-2.2.B.4]
- Small Group: Differentiate Phonics, Vocabulary Reader
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 2”

- Phonics: Vowel Dipthongs ow, ou TE pp. T236-237 (L.2.2d)
- Dig Deeper: How to Analyze the Text TE pp. T142-143 (RI.2.4, RI.2.8) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8] (see documents and online links #6)
- Second Read: Analyze the Text pp. T239

English Language Learner Tab:

- E 22 (Listening and Speaking/Develop Target Vocabulary)
- E 23 (Scaffold Comprehension: Yen-Shen) ELL 28.6
- E 24 (Scaffold Comprehension: Yen-Shen)
- E 27 (Classify/Categorize)
- E 28 (Scaffold Fairy Tale: Cinderella)
- E 30 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: The King and the Princess T291 (see EL resources - link E)

Documents and Online Links

- 1. EL_Resources 2.6.28.pdf
- 2. Literacy Centers Resources
- 3. Vocab Context Cards
- 4. Sound Spelling List
- 4a. Sound Spelling list mixed up v2
- 4b. Mystery Word-Owl Card
- 5. High Frequency Word Cards
- 6. Collaboration Lesson Plan
- 7. Retelling Cards Unit 6
- 7a. Retelling Cards Summary Sheet
- 8. Analyze/Evaluate strategy poster
Unit | Text Support | Resources
--- | --- | ---

- **Your Turn TE p. T240** (RL.2.2, SL.2.1a, SL.2.5) [ELD-2.1.B.6, 2.1.A.1, 2.1.C.9]
- **Write About Reading Performance Task TE p. T241** (RL.2.1, RL.2.2, RL.2.3, W.2.1) [ELD-2.1.B.6, 2.1.B.7, 2.1.B.8, 2.1.C.10]
- **Grammar: Possessive Nouns TE p. T242** (L.2.2c) [ELD-2.2.B.4]
- **Spelling: Words with ow, ou: Teach/Word Sort TE p. T242** (L.2.2d)
- **Small Group: Differentiate Comprehension (Focus on Target Skill and Target Strategy)** (RL.2.1, RL.2.10) [ELD-2.1.B.6]
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 3”**

- **Phonics: Cummulative Review TE p. T246** (RF.2.3b, RF.2.3d)
- **Readers Guide: TE p. T248** (RL.2.1, RL.2.2, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.6) [ELD-2.1.A.1, 2.1.B.6]
- **Apply Vocabulary Knowledge: Target Vocabulary TE p. T250** (L.2.5a) [ELD-2.1.C.12]
- **Apply Vocabulary Knowledge: Dictionary Skills TE p. T250** (L.2.4e)
- **Grammar: Possessive Nouns TE p. T252** (L.2.2c) [ELD-2.2.B.4]
- **Spelling: Words with ow, ou TE p. T252** (L.2.2d)
- **Opinion Writing: Prewrite TE p. 253** (W.2.1, W.2.5) [ELD-2.1.C.10, 2.1.C.11, 2.2.B.5]
- **Small Group: Differentiate Phonics & Fluency, Leveled Readers**
- **Small Group: Literacy Centers (Flip Charts)** *(See Documents and Online Links # 2)*

**“DAY 4”**

- **Phonics: Review Words with Vowel Dipthongs ow, ou TE pp. T256-T257** (RF.2.3e)
- **Connect to the Topic: Fairy Tale TE p. T258** (RL.2.7, RL.2.9, RL.2.10) [ELD-2.1.B.6]
- **Compare Texts TE p. T261** (RL.2.7, RL.2.9, SL.2.1b, SL.2.5, W.2.7) [ELD-2.1.B.6, 2.1.A.1, 2.1.C.9, 2.1.C.10]
- **Apply Vocabulary Knowledge TE p. T262**
Unit 6, lesson 29
(Week 36, 1 Week)

UNIT 6, LESSON 29

For general resources for this week see documents and online links # 3-8.

ANCHOR TEXT: Two of Everything (Folktales)
Leveled Readers: Brer Rabbit at the Well, Mouse and Crocodile, Wali Dad’s Gifts, and The Smart Mouse
Vocabulary Reader: Take a Trip to China
Connected Text: Stone Soup (Folktales)
Essential Question: What good things happen when people work together?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed

“DAY 5”

• Extend the Topic: Domain Specific Vocabulary TE p. T268 (L.2.5a, L.2.6) [ELD-2.1.C.12]
• Speaking and Listening: Compare and Contrast TE p. T269 (RL.2.9, SL.2.2) [ELD-2.1.B.6]
• Grammar: Possessive Nouns TE pp. T270-271 (L.3.1h) [ELD-2.2.B.4]
• Spelling: Assess TE p. T270 (L.2.2d)
• Writing: Revise and Edit TE pp. T272-T273Opinion (L.2.2e, W.2.1) [ELD-2.1.C.10, 2.1.C.11]
• Daily Proofreading Practice TE p.T272 (W.2.3, W.2.5)
• Small Group: Reteach as needed
• Small Group: Literacy Centers (Flip Charts)(See Documents and Online Links # 2)

English Language Development Support

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

• Vocab Reader: Take a Trip to China T383 (see EL resources - link A)
• Language Support Card 29 (see EL resources - link B)
• Differentiate Comprehension T385
• Differentiate Vocabulary Strategies Antonyms T393

Resources

- Grammar: Spiral Review: Irregular Verbs TE p. T264 (L.2.1d) [ELD-2.2.B.3]
- Spelling: Words with ow, ou TE p. T264 (L.2.2d)
- Small Group: Differentiate Vocabulary Strategies
- Small Group: Literacy Centers (Flip Charts)(See Documents and Online Links # 2)
across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

**SMALL GROUP** - Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled readers.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
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</table>
| **DAY 1** | **Teacher Read Aloud (including Classroom Collaboration)** TE pp. T310-311 (SL.2.2) [ELD-2.1.B.5, 2.1.B.6]  
**Phonics: Longer Words with Long Vowels a, i** TE p. T312-314 (RF.2.3c)  
**Decodable Reader: Not So Alike** TE p. T315 (RF.2.3c, RF.2.3f) (see documents and online links #5)  
**Introduce Vocabulary** TE pp. T316-317 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)  
**First Read: Think Through the Text (Use Text Evidence)** TE pp. T320-329 (RL.2.1, RL.2.3) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #8)  
**Grammar: Possessive Pronouns** TE p. 332 (L.3.1h)  
**Spelling: Words with ai, ay, igh, y: Teach the Principle** TE p. T332 (L.2.2d) (see documents and online links #4)  
**Opinion Writing: Introduce the Model** TE p. T333 (W.2.1) [ELD-2.1.C.10, 2.1.C.11]  
**Research and Media Literacy, Day 1** T369  
**Small Group: Differentiate Phonics, Vocabulary Reader**  
**Small Group: Literacy Centers (Flip Charts)** (See Documents and Online Links #2) |
| **DAY 2** | **Phonics: Longer Words with Long Vowels a, i** TE pp. T336-337 (RF.2.3c)  
**Dig Deeper: How to Analyze the Text** TE pp. T338-339 (RL.2.3, RL.2.6) [ELD-2.1.B.6, 2.1.B.7] (see documents and online links #6)  
**Second Read: Read For Text Evidence** TE pp. T339  
**Your Turn** TE p. T340 (RL.2.3, SL.2.1a) [ELD-2.1.A.1, 2.1.B.6] |

**English Language Learner Tab:**

- E 32 (Speaking and Listening/ Develop Target Vocabulary)
- E 33 (Scaffold Comprehension: Two of Everything) ELL 29.6
- E 34 (Scaffold Comprehension: Two of Everything)
- E 37 (Antonyms)
- E 38 (Scaffold Traditional Tale: Stone Soup)
- E 40 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: *The Smart Mouse* T391 (see EL resources - link F)

### Documents and Online Links
1. EL_Resources 2.6.29.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling List
   4a. Sound Spelling list mixed up v2
   4b. Mystery Words Acorn and Ice-cream
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Retelling Cards Unit 6
   7a. Retelling Cards Summary Sheet
8. Summarize strategy poster
   G2.L29 IEW Prompt
Journeys 2nd Grade PlannerUnit 6.pdf
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<tr>
<th>Unit</th>
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<tbody>
<tr>
<td>“DAY 3”</td>
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<tr>
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<td><strong>Phonics: Words with Vowel Diphthongs oi, oy TE p. 347</strong> (RF.2.3c)</td>
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<td><strong>Readers Guide TE p. T350</strong> (RL.2.1, RL. 2.2, SL.2.1a, SL.2.1b, SL.2.1c) [ELD-2.1.A.1, 2.1.B.6]</td>
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<td><strong>Apply Vocabulary Knowledge: Target Vocabulary TE p. T352</strong> (L.2.5a) [EDL-2.1.C.12]</td>
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<td><strong>Apply Vocabulary Knowledge: Glossary Skills TE p. T353</strong> (L.2.4e)</td>
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<td><strong>Grammar: Possessive Pronouns TE p. 354</strong> (L.3.1h)</td>
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<td><strong>Spelling: Words with ai, ay, igh, y</strong> TE p.T354 (L.2.2d)</td>
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<td><strong>Opinion Writing: Prewrite TE p. 355</strong> (W.2.1) [ELD-2.1.C.10, 2.1.C.11]</td>
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<td><em>Research and Media Literacy, Day 3 p. T369</em></td>
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<td><strong>Small Group: Differentiate Phonics &amp; Fluency, Leveled Readers</strong></td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong>(See Documents and Online Links # 2)</td>
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| “DAY 4” | | |
| **Phonics: Review Words with Vowel Diphthongs oi, oy TE pp. T358-359** (RF.2.3c) | |
| **Connect to the Topic: Traditional Tale TE p. T360** (RL.2.2, RL.2.10) [ELD-2.1.B.6] | |
| **Compare Texts TE p. T361** (RL.2.1, RL.2.7, RL.2.9) [ELD-2.1.B.6] | |
## Unit 6, Lesson 30 (Week 37, 1 Week)

### UNIT 6, LESSON 30

For general resources for this week see documents and online links # 3-8.

**ANCHOR TEXT:** Now & Ben (Informational Text)

**Leveled Readers:** Making a Newspaper, America’s First Firefighters, From Trails to Highways, and Firefighters in America

**Vocabulary Reader:** Philadelphia, 1756

**Connected Text:** A Model Citizen (Informational)

### English Language Development Support

For direct links to EL support resources, first click on Documents and Online Links # 1 below, then click the specific lettered link that is referenced with each individual resource listed in this section.

- Vocab Reader: Philadelphia T487 (see EL resources - link A)

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### Resources

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<td><strong>Opinion Writing: Prewrite TE p. 365</strong> (W.2.1) [ELD-2.1.C.10, 2.1.C.11]</td>
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<td><em>Research and Media Literacy, Day 5 T369</em>* (W.2.8, SL.2.1c, SL.2.3, SL.2.4, SL.2.6) [ELD-2.1.A.1, 2.1.B.5, 2.1.C.12, 2.2.C.6]</td>
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<td><strong>Small Group: Literacy Centers (Flip Charts)</strong>(See Documents and Online Links # 2)</td>
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Essential Question: Why might a person from long ago still be important today?

NOTE: The “days” below refer to the location in the Teacher Edition, not to a mandated requirement of pacing. Lessons may be flexed across days as needed. Lessons in bold are required. Lessons in non-bold/italics are optional.

SMALL GROUP- Below is a suggested pace for the use of leveled readers within your small group instruction. The use of leveled-readers may be differentiated based on the needs of your student population. Literacy centers resources may be used in conjunction with leveled-readers.

“DAY 1”

- Teacher Read Aloud (including Classroom Collaboration) TE pp. T410-411 (SL.2.2, SL.2.3) [ELD-2.1.B.5, 2.1.B.6]
- Phonics: Reading Longer Words with Long vowels o and e TE pp. T412-414 (L.2.2d)
- Decodable: A Picnic Problem TE p. T415 (RF.2.3e, RF.2.3f)
  (see documents and online links #5)
- Introduce Vocabulary TE pp. T416--417 (L.2.6) [ELD-2.1.A.1, 2.1.A.3, 2.1.C.11, 2.1.C.12] (see documents and online links #3)
- First Read: Think Through the Text (Use Text Evidence) TE pp. T420-430 (RI.2.1, RI.2.3) [ELD-2.1.B.6]
  (see documents and online links #8)
- Grammar: Adjectives and Adverbs TE p. T 432 (L.2.1e)
- Spelling: Words with oa, ow, ee, ea: Teach the Principle TE p. T432 (L.2.2d)
  (see documents and online links #4)
- Small Group: Differentiate Phonics, Vocabulary Reader
- Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2)

“DAY 2”

- Phonics: Reading Longer Words with Long Vowels o and e TE pp. T436-437 (RF.2.3c)

English Language Learner Tab:

- E 42 (Speaking and Listening/ Develop Target Vocabulary)
- E 43 (Scaffold Comprehension: Now and Ben)
- E 44 (Scaffold Comprehension: Now and Ben)
- E 47 (Root Words)
- E 48 (Scaffold Informational Text: Model Citizen)
- E 50 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Firefighters in America T495 (see EL resources - link F)

Documents and Online Links

1. EL_Resources 2.6.30.pdf
2. Literacy Centers Resources
3. Vocab Context Cards
4. Sound Spelling Cards
  4a. Sound Spelling list mixed up v2
4b. Mystery Words Ocean and Eagle
5. High Frequency Word Cards
6. Collaboration Lesson Plan
7. Retelling Cards Unit 6
7a. Retelling Cards Summary Sheet
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<td>Dig Deeper: How to Analyze the Text TE pp. T438-439 (RI.2.3, RI.2.4, L2.4a) [ELD-2.1.B.6] (see documents and online links #6)</td>
<td>![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf)</td>
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<td>Second Read: Read For Text Evidence TE pp. T439</td>
<td>![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf)</td>
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<td>Your Turn TE p. T440 (RI.2.3, SL.2.1b) ELD-2.1.B.6, 2.1.A.1</td>
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<td>Write About Reading Performance Task TE p. T441 (W.2.1, L.2.2c) [ELD-2.1.C.10, 2.1.C.11]</td>
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<td>![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf)</td>
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**“DAY 3”**

|      | Phonics: Final Stable Syllable -le TE p. T446-447 L.2.2d) | ![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf) |
|      | Readers Guide TE p. T450 (RI.2.1, SL.2.1a, SL.2.1b, SL.2.1c) [ELD-2.1.A.1, 2.1.B.6] | ![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf) |
|      | Apply Vocabulary Knowledge: Target Vocabulary TE p. T452 (L.2.5a) [ELD-2.1.C.12] | ![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf) |
|      | Apply Vocabulary Knowledge: Dictionary Skills TE p. T453 (L.2.4e) | ![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf) |
|      | Grammar: Adjectives and Adverbs TE p. T454 (L.2.1e) | ![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf) |
|      | Spelling: Words with oa, ow, ee, ea TE p. T454 (RF.2.3b, L.2.2d) | ![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf) |
|      | Small Group: Differentiate Phonics & Fluency, Leveled Readers | ![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf) |
|      | Small Group: Literacy Centers (Flip Charts) (See Documents and Online Links # 2) | ![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf) |

**“DAY 4”**

<p>|      | Phonics: Review Words with Final Stable Syllable -le TE pp. T458-459 (RF.2.3b, L.2.2d) | ![8. Visualize strategy poster](Journeys 2nd Grade PlannerUnit 6.pdf) |</p>
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