

## 4th Nine Weeks Pacing Guide

## 2<sup>nd</sup> Grade CCR

### Week 1

\_\_\_\_ **RL2.4 Describe how words and phrases (ex: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

- I can locate phrases in a story, poem, or song.
- I can identify the rhythm of a story, poem, or song.
- I can ID the rhymes in a story, poem, or song (can use clapping)
- I can use a rhythm to read a story, poem, or song (beats, alliteration, rhymes, repeated lines)
- I can describe how notes, words and phrases give meaning in a story, poem, or song.

\_\_\_\_\_ Unit 5 Core Progress: 'The Strange Tale of Cat R. Pillar' Genre: Poetry pgs. 104-109

\*Other resource: Poetry packets from TpT

\*touch on different types of poems and different examples of figurative language

\*FOCUS ON RHYMES, BEATS, ALLETERATION

\_\_\_\_ **L 2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

-a. identify real-life connections between words and their use (describe foods that are spicy or juicy)

-b distinguish shades of meaning among closely related verbs (toss, throw, hurl) and adjectives (thin, slender, skinny, scrawny)

- I can demonstrate (through descriptive writing) how to use appropriate words forming exact images, and appropriate word relationships/nuances
- I can apply real-life situations between words and their use
- I can identify and use synonyms

\*Introduce different types of figurative language/idioms

BEGIN Vocabulary Unit 11
Saxon Phonics lessons 120-125
Cold Read TEST

Week 2

\_\_\_\_ **RL.4 Describe how words and phrases (ex: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

- I can locate phrases in a story, poem, or song.
- I can identify the rhythm of a story, poem, or song.
- I can ID the rhymes in a story, poem, or song (can use clapping)
- I can use a rhythm to read a story, poem, or song (beats, alliteration, rhymes, repeated lines)
- I can describe how notes, words and phrases give meaning in a story, poem, or song.

\_\_\_\_\_ examples from TpT packet

\_\_\_\_\_ Nursery rhymes

\_\_\_\_\_ Shel Silverstein

\_\_\_\_\_ associate poems with songs

\_\_\_\_\_ attempt to write their own and present

\_\_\_\_ **L 2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

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- I can demonstrate (through descriptive writing) how to use appropriate words forming exact images, and appropriate word relationships/nuances
- I can apply real-life situations between words and their use
- I can identify and use synonyms

\*Introduce different types of figurative language/idioms

\*FOCUS ON RHYMES, BEATS, ALLETERATION

Vocabulary Unit 11 TEST
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Saxon Phonics lessons 126-130
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Cold Read TEST
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Week 3

\_\_\_\_ **RL 2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action**

- I can retell a story.
- I can ID the beginning, middle, and end of a story.
- I can give a summary of the story including beginning, middle, and end.
- I can arrange the text in sequential order and explain the order.
- I can ID the action that concludes the story.

\*Unit 5 Core Progress: 'Benny and the Sea Monster' pg 110-115 Genre: Realistic fiction

\_\_\_\_ **L 2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

-a. identify real-life connections between words and their use (describe foods that are spicy or juicy)

-b distinguish shades of meaning among closely related verbs (toss, throw, hurl) and adjectives (thin, slender, skinny, scrawny)

- I can demonstrate (through descriptive writing) how to use appropriate words forming exact images, and appropriate word relationships/nuances
- I can apply real-life situations between words and their use
- I can identify and use synonyms

\***FOCUS ON** synonyms and antonyms

**TEST** on synonyms and antonyms

BEGIN Vocabulary Unit 12
Saxon Phonics lessons 131-135
Cold Read TEST

Week 4

\_\_\_\_ **RL 2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action**

- I can retell a story.
- I can ID the beginning, middle, and end of a story.
- I can give a summary of the story including beginning, middle, and end.
- I can arrange the text in sequential order and explain the order.
- I can ID the action that concludes the story.

\*Storytown: 'Big Bushy Mustache' pg 392 (blue ST book) Genre: Realistic fiction

\_\_\_\_ **L 2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

- a. identify real-life connections between words and their use (describe foods that are spicy or juicy)
- b distinguish shades of meaning among closely related verbs (toss, throw, hurl) and adjectives (thin, slender, skinny, scrawny)

- I can demonstrate (through descriptive writing) how to use appropriate words forming exact images, and appropriate word relationships/nuances
- I can apply real-life situations between words and their use
- I can identify and use synonyms

\***FOCUS ON** homophones and homographs

**TEST** on homophones and homographs

Vocabulary Unit 12 TEST
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Saxon Phonics lessons 136-140 (begins review lessons and end of phonics)
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Cold Read TEST
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Week 5

**\_\_\_\_\_ RL 2.6 Acknowledge differences in the points of view of characters, including by speaking a different voice for each character when reading dialogue aloud.**

- I can identify the different points of view of each character.
- I can acknowledge differences in the points of view of characters.
- I can speak in a different voice for each character when reading dialogue aloud.

\*Unit 5 Core Progress: 'Squirrel and Frog Outsmart Fox' pgs 116-121 genre: play

**\_\_\_\_\_ L 2.4e use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.**

- I know the difference between a glossary and a dictionary
- I can use a glossary and beginning dictionary (print and digital to understand words.)

\*Review prefixes on page 130 L2.4b

\*Use Storytown books to use glossary and other text features as we use it for reader's theatre

Vocabulary Units 11-12 review pg 136-141
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Cold Read TEST
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## Week 6

\_\_\_\_\_ **RL 2.6 Acknowledge differences in the points of view of characters, including by speaking a different voice for each character when reading dialogue aloud.**

- I can identify the different points of view of each character.
- I can acknowledge differences in the points of view of characters.
- I can speak in a different voice for each character when reading dialogue aloud.
  - \*Storytown: 'Neighborhood News' readers's theatre pg. 142 (blue ST book)
  - \*Storytown: 'A Trip to the Fire Station' pg 304 genre: reader's theatre

\_\_\_\_\_ **L 2.4e use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.**

- I know the difference between a glossary and a dictionary
  - I can use a glossary and beginning dictionary (print and digital to understand words.)
- TEST on using glossaries and text features

\_\_\_\_\_ **W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**

- [Introduce writing project](#): students will create encyclopedia page with text features and glossary.
  - \*this is subject to change, we are still figuring out details.

Vocabulary Unit 13 TEST
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Cold Read TEST
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Week 7

\_\_\_\_\_ **W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**

- I can distinguish between informative/explanatory texts.
- I can identify topics and facts
- I can write about a topic using supporting details (facts and definitions)
- I can organize writing (introduce, support, conclude)
- I can write a concluding statement or section about a topic
  - \*Unit 10 Core Progress: Read a student model ' Fire Extinguishers' pg 228-229
  - \*rubric and page 238 for bulleted goals while writing
  - \*other resources: pg 26 lesson 7 begins 'informative writing' in writing packet.

\_\_\_\_\_ **W2.5 With guidance and support from adults and peer, focus on a topic and strengthen writing as needed by revising and editing.**

- I can REVISE my writing with guidance and support

\_\_\_\_\_ **RF 2.3d know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common prefixes and suffixes.**

- Focus on prefix and suffix MEANINGS and how they change the meaning of the root words

\*Also introducing and teaching cause and effect this week

Vocabulary Unit 14 TEST
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Cold Read TEST
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Week 8

\_\_\_\_ **W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**

- I can distinguish between informative/explanatory texts.
- I can identify topics and facts
- I can write about a topic using supporting details (facts and definitions)
- I can organize writing (introduce, support, conclude)
- I can write a concluding statement or section about a topic
  - \*Unit 10 Core Progress: Read a student model ' Fire Extinguishers' pg 228-229
  - \*rubric and page 238 for bulleted goals while writing
  - \*informative/explanatory writing: Respond to Literature lessons begin on page 18 of packet
  - \*Respond to informational text lessons begin on page 36 of writing packet

\_\_\_\_ **W2.5 With guidance and support from adults and peer, focus on a topic and strengthen writing as needed by revising and editing.**

- I can REVISE my writing with guidance and support

\_\_\_\_ **RF 2.3d know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common prefixes and suffixes.**

- Focus on prefix and suffix MEANINGS and how they change the meaning of the root words

\* cause and effect this week

Vocabulary Unit 13-14 review pg 158-163	week 9: FINAL MASTERY PGS 164-167
Cold Read TEST?	