

1st Nine Weeks Pacing Guide

2nd Grade CCR

Week 1

_____ **RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

- I can identify the characters, setting, plot, problem, and solution.
- I can ASK and ANSWER who, what, when, where, how and why questions to show that I understand important parts of a text.
- I can PREDICT the outcome for a story based on pictures and text.
*Unit 1 Core Progress: 'Pizza Pain' (realistic fiction) pgs 12-17 comp. questions
*Storytown 1st book 1: 'Henry and Mudge' (fiction) Lexile 420

_____ **SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

- I can retell details from the story orally. (observation)

_____ **W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

- I can identify a personal event in which to write a personal narrative.
- I can organize writing (introduce, support, conclude).
- I can sequence and describe (actions, thoughts, feelings) the events.
- I can use temporal words to signal event order. (first, next, then, last)
- I can write a conclusion sentence/paragraph.

*FICTIONAL NARRATIVE: writing workbook Lesson 13 pg. 44-46
(sequencing/activities)

_____ **L2.1F Produce, expand, and rearrange complete SIMPLE sentences. TEST week 2**

- I can write a simple sentence. (introduce and discuss all types of sentences: declarative, interrogative, imperative, exclamatory)

Begin Vocabulary Unit 1. Test in week 2.

Saxon Phonics lessons 1-5

Week 2

_____ **RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**

- I can identify genres: folktale, fantasy, legends, myth, realistic-fiction, children’s adventure stories. (introduce genres)
- I can retell stories (fables, folktales) from different places.
- I can ID the central message (main idea) or moral of the story.
- I can explain the message/moral the story is teaching me.
*Unit 1 Core Progress: ‘Leon and Max’ (fable) pgs 18-23
*Storytown book 1: ‘Great Ball Game’ pg 238

_____ **SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

_____ **W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

- I can identify a personal event in which to write a personal narrative.
- I can organize writing (introduce, support, conclude).
- I can sequence and describe (actions, thoughts, feelings) the events.
- I can use temporal words to signal event order. (first, next, then, last)
- I can write a conclusion sentence/paragraph.
*FICTIONAL NARRATIVE: writing workbook Lesson 14: ‘Fresh Eggs’
pg. 47-49 (sequencing/activities)

_____ **L2.1F Produce, expand, and rearrange complete SIMPLE sentences.**

- I can write a simple sentence. **TEST THIS WEEK**

TEST Vocabulary Unit 1

Phonics lessons 6-10

Cold Read TEST ‘City Mouse, Country Mouse’ and ‘The Mouse and His Food’ (RL 2.1, 2.2)

Week 3

____ **RL 2.3 Describe how characters in a story respond to major events and challenges.**

- I can ID and describe major events and challenges in a story.
- I can tell how characters react to events and challenges in a story.
- I can relate to characters' reactions to an event (personal connections)

*Unit 1 Core Progress: 'Mad Glad Mystery' (mystery) pg 24-29

*Storytown Book 1: 'A Birthday Mystery' pg 452

____ **SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

____ **W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

- I can identify a personal event in which to write a personal narrative.
- I can organize writing (introduce, support, conclude).
- I can sequence and describe (actions, thoughts, feelings) the events.
- I can use temporal words to signal event order. (first, next, then, last)
- I can write a conclusion sentence/paragraph.

*FICTIONAL NARRATIVE: writing workbook Lesson 15 'Clown Surprise'
pg. 50-52 (sequencing/activities)

____ **L2.1a.1 Use and ID singular, plural, common, proper, possessive TEST week 4**

____ **L2.2a.1 I can identify and capitalize proper nouns (holidays, product names, and geographic names (INTRODUCING this week..) pg. 51 in Core Progress**

Phonics lessons 11-15

Cold Read TEST: 'No Broken Friendship' and 'Fox and the Stork' (RL 2.3)

Begin Vocabulary Unit 2. Test Week 4

Week 4:

_____ **RL 2.1, 2.2, 2.3, 2.10**

Core Progress Unit 1: Close Reading pg 33-38 (do venn diagram/T chart/graphic organizer on pg.37 with class)

- I can identify the characters, setting, plot, problem, and solution.
- I can ASK and ANSWER who, what, when, where, how and why questions to show that I understand important parts of a text.
- I can identify genres: folktale, fantasy, legends, myth, realistic-fiction, children’s adventure stories. (introduce genres)
- I can retell stories (fables, folktales) from different places.
- I can ID the central message (main idea) or moral of the story
- I can ID and describe major events and challenges in a story.
- I can tell ow characters react to events and challenges in a story.
- I can relate to characters’ reactions to an event (personal connections)

_____ **COMPLETE FLUENCY CHECKS: ‘LUNCH OR NOT’ PG. 30**

_____ **W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

- I can identify a personal event in which to write a personal narrative.
- I can organize writing (introduce, support, conclude).
- I can sequence and describe (actions, thoughts, feelings) the events.
- I can use temporal words to signal event order. (first, next, then, last)
- I can write a conclusion sentence/paragraph.

*FICTIONAL NARRATIVE: writing workbook Lesson 16 ‘Honey Helps’
pg. 54-55

_____ **L2.1**
a.1 Use

and ID singular, plural, common, proper nouns TEST this week

_____ **L2.2a.1 I can identify and capitalize proper nouns (holidays, product names, and geographic names pg. 51 in Core Progress (TESTED on proper nouns test)**

_____ **L2.1b.1 Spell and use irregular plural nouns. (feet, children, teeth, mice, fish, etc.) TEST week 5**

Phonics lessons 16-20

TEST Unit 2 vocabulary

TEST Common Core Review (CCR) in Core Progress pg 39-40

Week 5

_____ **RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**

- I can use pictures and words to identify the characters in the text.
- I can use pictures and words to understand where the story takes place.
- I can use picture and words to predict what the story is about
- Use pictures in a story to show an understanding of characters, setting, or plot

*Core Progress UNIT 9: 'Coyote and the Fire Quest' (Folktale) pg. 203-207

_____ **W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

- I can identify a personal event in which to write a personal narrative.
- I can organize writing (introduce, support, conclude).
- I can sequence and describe (actions, thoughts, feelings) the events.
- I can use temporal words to signal event order. (first, next, then, last)
- I can write a conclusion sentence/paragraph.

* writing workbook 'Hat Trouble'

pg. 56-58

_____ **L2.1b.1 Spell and use irregular plural nouns. (feet, children, teeth, mice, fish, etc.) TEST**

_____ **L2.1a.2 Use collective nouns. (group, herd, flock, etc.) TEST week 6**

_____ **possessive nouns TEST week 6**

_____ **L2.4.c Use known root word as a clue to the meaning of an unknown word with the same root (ex: addition, additional) INTRODUCE**

- I can identify root/base words.
- I can use root words to determine the meaning of an unknown work with the same root

Phonics lessons 21-25

Vocabulary REVIEW units 1-2 (no test) pg 22-27

Cold Read 'Waterfall of Light', 'Packing for a Picnic' (RL2.7)

Week 6

_____ **RL 2.9 compare and contrast two or more versions of the same story by different authors or from different cultures**

- I can use pictures and words to identify the characters in the text.
- I can use pictures and words to understand where the story takes place.
- I can use picture and words to predict what the story is about
- Use pictures in a story to show an understanding of characters, setting, or plot

*Core Progress UNIT 9: 'Mantis and the Fire Trick' (folktale) pg 208-213

*Compare and Contrast with this story and 'Coyote and the Fire Quest'

_____ **W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

- I can identify a personal event in which to write a personal narrative.
- I can organize writing (introduce, support, conclude).
- I can sequence and describe (actions, thoughts, feelings) the events.
- I can use temporal words to signal event order. (first, next, then, last)
- I can write a conclusion sentence/paragraph.

* writing workbook: Lesson 18 'Good Night'

pg. 59-61

_____ **L2.1a.2 Use collective nouns. (group, herd, flock, etc.) TEST**

_____ **possessive nouns TEST**

Phonics lessons 26-30

Begin Vocabulary Unit 3, test week 7

Cold Read 'Cinderella' and 'Ye-Shin' (compare and contrast the stories)

Week 7

_____ Storytown Lizard and the Sun pg 322-337

_____ **W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

- I can identify a personal event in which to write a personal narrative.
- I can organize writing (introduce, support, conclude).
- I can sequence and describe (actions, thoughts, feelings) the events.
- I can use temporal words to signal event order. (first, next, then, last)
- I can write a conclusion sentence/paragraph.

*Core Progress UNIT 2 Read Student Model (fictional narrative) pgs 44-45

_____ **L2.1.c.1.2 I can identify and use reflexive pronouns (myself, ourselves) TEST week 8**
_____ **pronoun review (reg. pronouns I, me, you..) TEST week 8**

TEST Vocabulary Unit 3

Cold Read TEST 'The Big Catch' (sequencing) 'Before Bedtime' (compare and contrast)

Phonics 31-35

Week 8

___ **RL 2.7, 2.9, 2.10 Use words and illustrations to understand characters, setting, or plot in a story compare and contrast two stories**

*Core Progress UNIT 9 Close Reading pgs 217-222 (do together as a class)

___ **TEST W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

- I can identify a personal event in which to write a personal narrative.
- I can organize writing (introduce, support, conclude).
- I can sequence and describe (actions, thoughts, feelings) the events.
- I can use temporal words to signal event order. (first, next, then, last)
- I can write a conclusion sentence/paragraph.

*Give prompt and let students write and show brainstorming. Student will also draw an illustration for story. Students will read to class and class with ask and answer questions.

Use page 54 Core Progress Unit 2 as rubric to grade this writing test

___ **L2.1.c.1.2 I can identify and use reflexive pronouns (myself, ourselves) TEST**

___ **pronoun review (reg. pronouns I, me, you..) TEST**

___ **SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

- I can retell details from the story orally. (observation)

***Book report page and parent letter to be sent home this week. Students will complete at home and present in front of the class.**

Phonics 36-40

Common Core Unit Review UNIT 9 TEST page 223-224

Reading/ELA study guide this week

BEGIN Vocabulary Unit 4 TEST WEEK 9